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AUTHOR Ford, Jerry
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ABSTRACT

Because in most institutions of higher education faculty are required to assume the role of academic advisor, a handbook was developed at Houston Baptist University to serve as a quick reference for useful and pertinent information. Its three sections include the following: (1) academic advisement, assumptions, definitions, the advisor's role, functions and limitations of the faculty advisor, and student benefits; (2) responsibilities of the advisor and advisees, the advising process, advisee problems, characteristics and behavior of a good advisor, strategies, legal issues, stereotypes, observations about traditional "good advisor" descriptors, a list for good advisor characteristics, student misbehavior, advising students with personal problems, referral skills, how students and faculty advisors should work together, study tips, students on academic probation, the low-achieving advisee, scholastic difficulty analysis form, sample notes on taking lecture notes, hints on time planning and overcoming tardiness, how to be a listener, career development, changing employment in occupations, the do's and don'ts of academic advising, and 30 reminders for effective advising; and (3) Houston Baptist University advisor responsibilities and what is expected of them, English placement guidelines, ground rules for freshman mathematics advising, department of Christianity and philosophy, guidelines for advising music students, notes to advisors of international students, information on foreign languages, advising the student athlete, convocation policies, study skills, advising reminders, and measuring advisors. Four appendices are: Christianity, English, and history advising table 1988-89; mathematics and natural science advising table 1988-89; registration questions; and grade questions. Contains 57 references.(SM)

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ACADEMIC ADVISING HANDBOOK

1988-89

Prepared by
Jerry Ford, Ed.D., Dean of the
SMITH COLLEGE of GENERAL STUDIES

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HOUSTON BAPTIST UNIVERSITY
7502 FONDREN ROAD • HOUSTON, TEXAS 77074-3298 • PHONE 774-7661

Dean of Smith College

Dear Advisor:

The 1988 edition of the Houston Baptist University Academic Advising Handbook has been developed to assist you in your role as an advisor. It has been designed to serve as a quick reference for useful and pertinent information.

Your new handbook is divided into three sections. The first section contains research data concerning academic advising. Included are definitions of advising, roles and functions of academic advisors, behavioral objectives, and limitations of academic advising.

Section two of the handbook is a collection of various lists, resource materials, and articles that you may utilize in advising situations. Specifically included is a set of "Houston Baptist University Advisor Responsibilities--1988-89," which should be very helpful to you in directing your quarter by quarter advising activities. This section should contribute to your understanding of your task as a faculty advisor and your importance in the total educational goals of Houston Baptist University.

The third section contains information pertaining to specific departments and to specific H.B.U. regulations. It is imperative that you become familiar with section three.

You are encouraged to read your handbook very carefully, to refer to it often, and to utilize it completely as you advise your students. Make your role as an advisor more than a signature on a registration process form. Using your handbook and using other available resources, you can make your advisees' educational experiences more meaningful and significant.

If you have comments, questions, or suggestions, please share them with me.

In Christ's Name,

Jerry Ford

Jerry Ford, Ed.D., Dean
Smith College of General Studies

JF/mlk

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ACADEMIC ADVISEMENT

INTRODUCTION

"ONE OF THE MAIN RESPONSIBILITIES OF ANY INSTITUTION OF HIGHER EDUCATION INVOLVES ACADEMIC ADVISEMENT OF STUDENTS" (WARD, 1979, p. 1).

In most institutions of higher education, faculty members are required to assume the role of academic advisor (Dressel, 1974, p. 57). Until recently, faculty advising had received relatively little or no attention in the literature or on individual campuses even though systems of academic advising involve hundreds of thousands of students, faculty, and paraprofessionals (Raskin, 1979, p. 99). In addition, multiplied millions of dollars in both faculty time and physical facilities are required to support and conduct the activity known as academic advising (Bonar, 1976a, p. 190). Greater interest in advising has developed because of the growing complexity of higher education institutions, because of the ever increasing threat of declining enrollment, and because of the diversity of the students enrolling in the universities. Once viewed as a set of scheduling procedures, academic advising programs have been established to assist students in the development of their human potential (Abel, 1980, p. 151).

SECTION
ONE

ASSUMPTIONS

Universal practice in higher education has students assigned to faculty members in the disciplines in which the students are majoring. Too frequently, however, faculty advisors must work with students who are undecided about a major. The general assumption is that faculty advisors will be able to guide their advisees toward each advisee's collegiate goal - to be graduated within the normal span of four or five academic years (Dressel, 1974, p. 57).

Academic advising systems utilizing the university faculty are based on several assumptions:

1. Faculty members are interested in one-to-one situations with students.
2. Faculty members are the most appropriate persons to guide students in course selctions.
3. Faculty members are knowledgeable enough to help students through a maze of degree requirements.
4. Utilizing faculty members is the most financially feasible way of providing academic advising.
5. Students want advice from faculty members concerning each student's specific academic program (Dressel, 1974, p. 57).

DEFINITIONS

It is obvious from perusing the five basic assumptions previously stated that faculty members in the role of academic advisors are essential components for any successful academic advisement program. Perhaps at this point the question should be asked, "What is a faculty advisor?" The American Association of Collegiate Registrars and Admissions Officers has stated that an advisor is "A member of the college staff (usually a member of the instructional faculty) assigned to assist a student with academic planning" (Definitions of Terms for Admissions and Records, 1980, p. 8).

Labeling the faculty advisor the "University Adviser," the Committee on Advising and Counseling at Stanford University asserts that:

> The University Adviser is the student's principal faculty adviser. His prime concern with the student, and the student's with him, is the identification of the student's aims and plans, his interest and abilities, and the planning of a coherent education that builds upon the student's interest and allows him perspective on and awareness of both his limitations and his strengths. The adviser does not plan for the student but helps the student to plan for himself (Study of Education at Stanford, 1969, p. 19).

The Stanford Committee defines the advisor as "...the student's academic advocate, the particular educator who agrees to concern himself with his advisee's best education." In the Committee's view, "The Adviser is not to be interested merely in obedience to regulations but is to pursue with the student the education that best serves and develops that student" (Study of Education at Stanford, 1969, p. 27).

Every student, regardless of the type and size of higher education institution, has occasion to be seen in a counseling relationship by a faculty member, known as the faculty advisor, specifically qualified to assist in decisions concerning academic majors and courses of study. The faculty advisor needs to be aware of the general programs of the institution and, more specifically, the courses within his academic division (Shaffer and Martinson, 1966, p. 46). However, The Advisor's Handbook of

San Jose State University emphasizes that "an academic advisor does more than offer advice on academic program planning." It continues that "an academic advisor is that representative of an academic department or program to whom a student can turn for the personal assistance that often accompanies the central activity of the university -- instruction" (1980, p. 2).

The definition for faculty advisor at Stephens College indicates that:

> ...every faculty member and professional administrator... assume counseling responsibilities for a group of eight to twelve students. Each adviser is expected to deal with academic, career, and emotional problems, and he has training to qualify him to do so (Mayhew and Ford, 1973, p. 51).

Crocket (1978a) contends that the faculty advisor serves as a coordinator of the advisee's educational experience. The advisor needs the ability to help students define and develop realistic goals, to perceive their needs accurately, and to match these needs with appropriate institutional resources. A caring and trusting relationship is essential.

It has been stated that the faculty advisor is more than an information and traffic-control officer. The advisor "conveys to the student a philosophy of contemporary education, a rational base for the consideration of problems, and suggests plans of action on which he may move" (Hardee and Mayhew, 1970, p. 21). The faculty advisor is a faculty member who gives advice to the student, usually on matters directly concerned with course work and academic programs (Bornheimer, et al. 1973, p. 53).

THE FACULTY ADVISOR'S ROLE

The faculty advisor is generally a member of the university faculty who has been assigned to the role or who has responded favorably to an invitation to serve as an advisor (Bloland, 1967, p. 8). The role of the faculty advisor has been described by Hardee and Mayhew in the following ways:

> 1. The adviser will assist the student in effecting a program of study consonant with the latter's interests and competencies.
>
> 2. The adviser will assist the student in periodic evaluation of his academic progress.
>
> 3. The adviser will assist the student in initial exploration of long range occupational and professional plans, referring him to sources for specialized assistance.
>
> 4. The adviser will serve as coordinator of the learning experiences of the student, assisting in the integration of the various kinds of assistance rendered - health and psychological aids, remedial work, financial aids, religious counseling - the panoply of all services available to the students (1970, p. 11).

To facilitate the foregoing role descriptions, the advisor should have considerable knowledge of the institution's combined educational offerings, including the total available classes, extra classes, special topics classes, independent study classes, laboratories, clinics, and field experiences. It is essential for the faculty advisor to have a comprehensive knowledge of the curriculum. In addition, the advisor should be familiar with the college campus in its many structural parts; should recognize the prevailing learning climate on campus; and should have acquired, or be in the process of acquiring, adequate skills for communicating with various students in authentic, appropriate, and meaningful ways (Hardee and Mayhew, 1970, p. 11).

Agreeing with Hardee and Mayhew, Higbee (1979) asserts that the role of academic advisor has many facets. Advisors must be knowledgeable and up-to-date on matters concerning (1) curriculum--requirements in the student's majors, as well as general education and graduation requirements of the university; (2) registration procedures; (3) student personnel services - medical, counseling, housing, placement, social, recreational, etc; (4) financial obligations; and (5) job market and employment information. Higbee (1979) also contends that faculty advisors must know the mechanics of adding and dropping classes; changing majors; transferring from one university, college, or department to another; evaluating transfer credit or courses; petitioning for grade changes; interpreting grade point average computations; and keeping accurate records of each student's progress.

The advisor's role as described in The Advisor's Handbook of San Jose State University includes being the student's academic navigator. Since the advisor is the advisee's primary link to the academic programs of the university, the advisor should be "...the person to whom the student should want to turn for serious, considered advice on academic questions." The advisor and advisee are in actuality "co-navigators" because many basic decisions about an academic program must be made by the student, utilizing input from the advisor. The role as academic navigator involves offering suggestions, questions, criticisms, praise, direction, and any other comments which will help each advisee define and achieve educational goals (1980, p. 2).

In addition, it often happens that advisees and advisors become so closely acquainted that the advisor knows advisees intellectually, emotionally, and sometimes socially as well. These are products of a productive, equally shared advisor-advisee relationship. Of course, it is not the advisor's duty to act as pal or psychological confidant, but at times the advisee may come to the advisor seeking other kinds of counsel besides the purely academic. The alert advisor should anticipate such "probes" and be prepared to respond to them because the student's academic life can flourish only if it is relatively healthy in other ways, as well as academic (The Advisor's Handbook, San Jose State University, 1980, p. 2).

Another role of the faculty advisor is being the student's advocate. Higbee (1979) refers to this role as "A large order!" because the advisor is "...expected to show a sincere interest in the student, become aware of the student's interests and abilities, and be the student's advocate within the department and the university" (1979, pp. 47-48).

Hardee (1961) has written that the role of faculty advising is a tridimensional activity, consisting of: (1) discerning the purposes of the institution; (2) perceiving the purposes of the student learner; and (3) postulating the possibilities for the student as a learner and promoting these as means are available.

The first dimension, discerning the purposes of the unviersity, requires a knowledge of institutional aims. Within these aims, the goals of general and professional education must be understood. Part of the knowledge to be acquired by advisors is how the content of the individual courses and the method for their teaching produce overall learning. The advisors' search for the learning climate in their respective institutions involves the image the university has for prospective and present students--the texture of the campus, its feeling, and its spirit.

The second dimension, understanding the purposes of the student, is closely related to the first dimension when one considers the fact that students of a given nature generally gravitate toward the institution which will fit their needs, and abilities and of family and cultural influences.

The third dimension, postulating the possibilities for the student as a learner and promoting these, requires cooperation with and from the student. Hardee (1961) states that "It is the ultimate in the advising role." The perceptive advisor facilitates the student's growth in wisdom, in the appreciation for and exercise of knowledge, and in the overall integration of learning (1961, p. 116). Advisors need to weigh their reactions and approaches to each individual advisee with one major purpose in mind: to enrich and enhance the advisee's academic pursuits and development. This can be accomplished "...by knowing the student's propensities and responding to them with opinions and help--always when asked, often when not asked" (The Advisor's Handbook, San Jose State University, 1980, p. 2).

Kramer and Gardner (1983) indicate that academic advising is a continuing process with sporadic contact between two individual parties. The role of the faculty advisor and the process of advising may be described by an analogy: the student advisee is climbing a ladder called higher education, maturation, or achievement. There are various points on the ladder called landings--places to rest, to review progress, and to plan for subsequent efforts. The landings are probably located at different places on the ladder according to each student climber's needs, wants, and desires. Simply stated, the advisor's role and responsibility is to be available at each of the landings to help the climber review and learn from past efforts and to plan for what lies ahead (1983, p. 24).

FUNCTIONS OF THE FACULTY ADVISOR

Faculty advisors are selected to provide educational counseling for college students. To be effective, the advisor must recognize that each student has different abilities, interests, aspirations, needs, experiences, and problems. Academic advising cannot, therefore, be a mechanical, routine matter. The faculty advisor's primary responsibility is to help individual advisees plan the program of study that will satisfy university requirements and at the same time meet each student's specific needs. To accomplish this goal, the faculty advisor must urge the student to give ample thought to the matter of education; he must direct the student in examining all significant facets of education while making necessary decisions (Brown, 1972, p. 93).

Although the functions of the faculty advisor vary for different students, the general advising duties are normally as follows:

1. The faculty advisor explains to the student the program of general or basic education as it relates to the first two years of college, to the major of the student, and to preparation for life pursuits generally.
2. The faculty advisor helps the student examine the course offerings in his major, relate these to other possible majors, and understand the graduation requirements for the curriculum leading to an appropriate degree.
3. The faculty advisor helps the student explore the career fields for which his major provides training and obtain related vocational information and survey job opportunities.
4. The faculty advisor serves as a link between the student and the administration by counseling the student on his scholastic problems (course scheduling, course adjustment, and academic progress and by making appropriate referral to other assistance agencies.
5. The faculty advisor serves as a "faculty friend" to the student by demonstrating a personal interest in him and in his adjustment to college; by serving as a central contact person in obtaining information that can be used to help the student; and by allowing the student freedom to make his own choices after the limitations, alternatives, and consequences involved in a decision are pointed out (Brown, 1972, pp. 93-94).

The faculty advisors assigned to advise students who are undecided about a major or majors have somewhat different responsibilities. Instead of helping each student explore the selected major, the advisor assists the student's investigation of potential majors by (1) referring the student to the counseling center for possible vocational testing and guidance and by (2) referring the student to special activities wherein interests may be explored and experiences gained. Once an undecided student has elected a major, it may be necessary to transfer him to a faculty advisor in his newly found major department (Brown, 1972, p. 94).

Hardee (1955) indicates that in helping the student emerge as a better integrated person, the faculty advisor engages in the following three types of activities:

1. Aids the advisee in the selection of a pattern of educational experiences which may result in better personal integration;
2. Assembles, organizes, channels, and centralizes all information, observations, and reports from every source relative to his advisee's progress, needs, abilities, and plans;
3. Assists the advisee at regular intervals to make adequate self-evaluation (1955, p. 164).

Hardee (1959) also suggests that while it is likely that the function of the faculty members serving as advisors may vary among institutions, colleges, and departments, their duties may be similar to the following:

1. The faculty adviser explains to the student the program of general or basic education as it relates to the first two years of college, to the major of the student (if he has expressed interest in a major), and to preparation for life pursuits generally.
2. The faculty adviser plans with the student a schedule of courses with a consideration of the over-all year's work. This may be accomplished through a consideration of the offerings set forth in the various publications of the institution, by considering the student's

> strengths and needs as revealed by a study of high school tests and grades and of college entrance tests, by personal interview, and by judgments as to his ability contributed by high school principals and teachers.
>
> 3. The faculty adviser assists the student in exploring his major field. To accomplish this, he will interpret the various departmental publications of the university; in addition, he may refer the student to a special consultant in the field or to the counselors in the vocational guidance office. Finally, he may recommend particular extra class or part-time work activities for the student.
>
> 4. Likewise, the faculty adviser assists the "undecided" student in exploring a major field. This is accomplished by referring him to experts in several fields of specialty, to counselors in the vocational guidance office, to the bureau of testing for supplementary testing, and to various extra class activities wherein interests may be explored and experiences gained.
>
> 5. The faculty adviser serves as a "faculty friend" to the student by demonstrating a personal interest in him and in his adjustment to college; by serving as a central contact person in obtaining suggestions, which can be used to help the student, from residence counselor, teacher, or department head; in giving suggestions concerning the student to the residence counselor, teacher, or department head; and by allowing the student freedom to make his own choices after the limitations, alternatives, and consequences involved in a decision are pointed out.
>
> 6. The faculty adviser serves as a link between the student and the administration by counseling the student on matters of failure, on the procedures for dropping and adding courses, on eligibiity for the various exemption examinations in general education, and on admittance to special remedial classes or clinics (1959, pp. 52-53).

Bloland (1967) indicates that the functions of the faculty advisor are group related. He classified the functions into three areas: (1) maintenance or custodial; (2) group growth; and (3) program content. Maintenance functions include those which help perpetuate the organization, follow rules and procedures, and provide a link with the group's history and traditions. The group growth functions are essentially facilitating. They refer to the advisor's contributions which help improve the operation and effectiveness of the group. The group growth functions include: directing consideration toward and assisting with development of group participation skills; organizational structure and procedures; leadership training; effective planning; evaluation; and related topics which apply to groups regardless of their specific objectives (1967, p. 12).

The faculty advisor makes his unique contribution as educator on a university campus in the area of the third function--program content. Specific contributions which the faculty advisor can make in this area are offering program suggestions, recruiting colleagues to provide information and perspectives on issues, helping the members apply their classroom learning to out-of-class situations, and, in general, influencing the program and activities of the group so that they are compatible with objectives and endeavors of the university (Shaffer and Martinson, 1966, p. 79).

Translating the functions and activities of faculty advisors into performance objectives, Hardee and Mayhew (1970) wrote that:

> 1. The faculty adviser discusses the program of general or liberal education as it relates to the first two years of college, to the declared major of the student, and to preparation for life pursuits both during and after college.
>
> 2. The faculty adviser plans with the student a schedule of courses, with consideration of the immediate goals as well as of the long range objectives as those objectives can be determined.

3. The faculty adviser assists the student in exploring his major field by interpreting printed information, by referral to other advisory personnel, in recommending extra class activities or part-time work experiences to clarify roles.

4. The faculty adviser serves as coordinator of the educational experiences of the student, working in company with residence counselor, day-student adviser, teachers, department head, or others who observe or interact with the student.

5. The faculty adviser serves as faculty friend, demonstrating a personal interest in the student and discussing with him the minor to major concerns of his educational pursuit. In this role, the adviser provides the student freedom to make his own choices after the limitations, alternatives, and consequences involved in the decision are pointed out (1970, p. 21).

LIMITATIONS OF FACULTY ADVISORS/ADVISING

Hardee (1959) and Brown (1972) indicate that faculty advisor cannot be all things to all advisees because of the vast differences among students. Faculty advisors must recognize their limitations as counselors. Some of the restrictions impeding the effectiveness of faculty advisors are:

1. A faculty advisor cannot make decisions for an advisee but he can be a sympathetic listener and even offer various possible solutions to the student's problem.

2. A faculty advisor cannot increase the native ability of an advisee, but he can encourage the maximum use of the ability that the student has.

3. A faculty advisor cannot reduce the academic or employment load of a floundering advisee, but he can make recommendations that such adjustments be made.

4. A faculty advisor should not criticize a fellow faculty member to a student, but he can make a friendly approach to any teacher if that teacher is involved in the student's problem.

5. A faculty advisor should not tell an advisee his raw scores on psychological tests, but he can indicate areas in which the student seems weak or strong by discussing centiles derived from local norms.

6. A faculty advisor should not betray a student's confidence on matters of a personal nature, but he can seek appropriate professional assistance in helping a student with minor personal or social adjustment problems (Brown, 1972, pp. 94-95).

7. A faculty advisor should not attempt to handle cases of emotional disturbances which fall outside the behavioral pattern of students adjudged reasonably normal. When complex problems arise concerning financial aid, mental or physical health, or personal-social counseling, faculty should refer students to professional personnel through the Dean of Students Office (The American College Testing Program, 1979a, p. 4.149).

Even though they must recognize their limitations as counselors, faculty members, Eble (1976) warns, may have to add a basic competence in counseling and advising to their professional skills. Such competence may be gained in much the same way as other skills: by learning through study or instruction or practice. Little skill is gained unless faculty members accept the responsibility, give attention to its details, and intelligently engage in doing it (1976, p. 74).

According to Hoffmann (1965) there are two additional factors that hamper the effectiveness of academic advising. Those two limitations are:

1. Competition for the budget dollar by services that are obviously more essential than academic advising, e.g., excellent teaching and outstand-

ing faculty members as well as the apparently endless need for the expansion and maintenance of physical facilities.

2. Faculty reluctance to become engrossed in anything other than teaching and research which pay dividends in money and status (1965, p. 16).

These two factors will make it difficult for universities to cope adequately with the expected rise in emotional and psychological instabilities of students. Colleges and college faculty members must strive to increase, augment, develop, and improve academic advising effectiveness. If they do less, they will be failing in their obligation not only to their students but to themselves (Hoffmann, 1965, pp. 16-18).

CONCLUSION/STUDENT BENEFITS

One of the major emphases at Houston Baptist University has been person to person education. The University has advertised and is committed to the concept that the student is of utmost importance on the university campus. This concept magnifies the significance of the faculty advisor's role and functions.

When the faculty member accepts the challenge and assumes the responsibility of being an advisor and when other university professional personnel support the faculty member in the advising role, a number of positive student benefits occur. Some of these benefits include the following:

1. The student will know at least one member of the faculty in an other-than-classroom acquaintanceship.
2. The student will have an opportunity to discuss with a faculty member one area of occupational or professional specialty.

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3. The student will have a "lifeline" to the administration through his advisor, a member of the academic community. (In the current era of dissent and press for administrative change, the faculty member can become a strong ally, a trustworthy advisor and evaluator of political action, a teacher of the art and science of campus communication.)

4. The student will have a role model close at hand. The accessibility of an adult who is sought and admired is a powerful stabilizing force in the life of the student learner (Hardee and Mayhew, 1970, pp.11-12).

SECTION
TWO

RESPONSIBILITIES OF THE ADVISOR

- ★ Helps Student Define & Develop Realistic Goals
- ★ Identifies Special Needs
- ★ Matches Student to Available Resources
- ★ Assists Student to Plan Program Consistent with Abilities & Interests
- ★ Monitors Progress Toward Educational/Career Goals
- ★ Discusses Linkage Between Academic Preparation & World-of-Work

(The American College Testing Program, 1979b, p. 11).

"APPLY THY HEART UNTO INSTRUCTION, AND
THINE EARS TO THE WORDS OF KNOWLEDGE"
(PROVERBS 23:12, THE HOLY BIBLE).

RESPONSIBILITIES OF ADVISEES

- ★ **Gathers All Relevant Decision-Making Information**
- ★ **Clarifies Personal Values & Goals**
- ★ **Knowledgeable about Policies, Procedures, & Requirements**
- ★ **Accepts Responsibility for Decisions**

(The American College Testing Program, 1979b, p. 13).

"GIVE DILIGENCE TO PRESENT THYSELF APPROVED UNTO GOD, A WORKMAN THAT NEEDETH NOT TO BE ASHAMED, HANDLING ARIGHT THE WORD OF TRUTH" (II TIMOTHY 2:15, THE HOLY BIBLE).

THE ADVISING PROCESS

1. Exploration of Life Goals
2. Exploration of Career/Educational Goals
3. Selection of Educational Program
4. Selection of Courses
5. Scheduling of Classes

(The American College Testing Program, 1979b, p. 14).

> "THE WORDS OF THE WISE HEARD IN QUIET ARE BETTER THAN THE CRY OF HIM THAT RULETH AMONG FOOLS"
>
> (ECCLESIASTES 9:17, THE HOLY BIBLE).

ADVISEE PROBLEMS

- Academic
- Values & Goal Clarification
- Career Plans
- Interpersonal
- Personal
- Physical

(The American College Testing Program, 1979 b, p. 7).

"THAT THE WISE MAN MAY HEAR, AND INCREASE IN LEARNING; AND THAT THE MAN OF UNDERSTANDING MAY ATTAIN UNTO SOUND COUNSELS"
(PROVERBS 1:5, THE HOLY BIBLE).

CHARACTERISTICS OF A GOOD ADVISOR

A good advisor:

1. Is personally and professionally interested in being an advisor.
2. Listens constructively, attempting to hear all aspects of students' expressed problems.
3. Sets aside enough regularly scheduled time to adequately meet the advising needs of students assigned to him.
4. Knows university policy and practice in sufficient detail to provide students with accurate, usable information.
5. Refers students to other sources of information and assistance when referral seems to be the best, student-centered response to be made.
6. Attempts to understand student concerns from a student point of view.
7. Views long-range planning as well as immediate problem-solving as an essential part of effective advising.
8. Shares his advising skills with working colleagues who also are actively involved with advising.
9. Continually attempts to improve both the style and substance of his advising role.
10. Willingly and actively participates in advisor-training programs, both initial and in-service (Metz and Allan, 1981).

"COMPETENT ADVISING REQUIRES RESOURCES, JUST AS COMPETENT CLASSROOM INSTRUCTION DOES" (BONAR, 1976B, P. 403).

ADVISOR BEHAVIORS

INTERPERSONAL ADVISOR BEHAVIORS

1. Teach skills necessary to improve academic standing while at the university (academic survival skills).

2. Make clear the available student personnel resources, such as the counseling center, health center, student center.

3. Be available to students for personal discussions.

4. Help the students to gain an understanding of their own abilities, interests,and goals.

5. Offer a relationship to students that would contribute to a personalized educational experience during orientation.

6. Provide help and encouragement to students to explore the best they can be (to maximize their potentials).

7. Provide an integrated picture of the university with respect to courses, procedures, requirements, and university goals.

8. Encourage students to evaluate themselves in relation to the university and its opportunities.

9. Disclose information about yourself as a person who is going through the process of becoming educated.

10. Show empathy and understanding of the college transition process.

11. Demonstrate personal warmth, respect,and a genuineness related to problems presented by the students.

ACADEMIC ADIVSOR BEHAVIORS

1. Demonstrate an understanding of what new students must go through in order to become matriculated.

2. Provide references to other university resources when necessary.

3. Help the students assess realistically their college major choice.

4. Help the students attain their immediate educational goals.

5. Provide information regarding courses, requirements, tests, registration, course changes, and so forth.
6. Interpret test results by relating them to standardized ability tests and course exemptions.
7. Help students to evaluate and understand their educational goals.
8. Provide time for students to ask questions (Aiken, et. al. 1976, p. 18).

MOST PARTICIPANTS IN GENERAL EDUCATION EXPECT AT LEAST TWO OUTCOMES FOR STUDENTS:

- ACQUISITION OF THE BASIC ABILITIES AND MOTIVATION NEEDED TO COMPLETE COURSES IN A FIELD OF CONCENTRATION.
- ACQUISITION OF THE ABILITIES NEEDED TO FUNCTION EFFECTIVELY IN A NUMBER OF ADULT ROLES AFTER GRADUATION (FORREST, 1982, P. 7).

STRATEGIES OF ADVISEMENT

Emphasized below are basic strategies of advisement used to assist in individual student development. Please review them carefully.

A. Attempt to become acquainted with the advisee in as many aspects as possible.

> Getting to know the advisees outside the formality of the office when possible, and not only during class scheduling or unusual circumstances, can be extremely valuable. Knowing the academic abilities and background of the advisee is also important. Having good documentation (the advising folder) such as high school courses with grades, rank in graduating class, ACT or SAT scores, transfer courses and grades from other universities, and present academic status is essential when assessing a student's ability and future direction.

B. Explore the objectives, interests,and motivations of the advisee.

> The advisee's actual certainty of future objectives and goals is difficult to ascertain. When the advisor has some knowledge of the advisee's non-academic background -- such as home influence, hobbies, and friends -- a more thorough type of advisement is possible.

C. Develop rapport with advisees.

> If the student knows the advisor as a professional person who has a genuine interest in students, the advisement process becomes much more beneficial for both advisor and advisee.
>
> The student should be encouraged to become acquainted with other faculty members in the department, for multiple contacts can be useful to the student who is attempting to assess his personal goals.

D. Become knowledgeable concerning university rules, policies, regulations, and procedures which affect academic programs and activity.

> Every advisor must be well informed regarding current academic policies and procedures for these are the foundations on which all advisement efforts will be built. Review of prior policies and study of new policy changes should be a regular activity of each advisor before beginning each registration period.
>
> Familiarity with courses generally taken by advisees, the characteristics of teachers of the courses, and how the courses have been appraised by prior students can make the advisement process smoother and more successful.

Suggestions for student involvement in campus activities is often the key to retention in school.

E. Evaluate student motivation.

Enhancing a student's motivation by capitalizing on good academic planning can be a very helpful strategy. While lack of motivation is generally recognized as the most common cause of poor academic performance, no clear cut methods to help a student achieve maximum motivation have been developed. Suggested strategies might include:

1. Matching courses early in the program to the student's academic strengths, interests, and background.
2. Helping the student, when possible, have a chance to build on success rather than failure.
3. Challenging capable students to continue their efforts toward academic excellence.
4. Explaining the rewards of a strong academic program and associated good grades.

F. Be aware of the limitations of responsibility to where the burden of the advisement process falls on the shoulders of the student.

Obviously, an advisor cannot make decisions for an advisee, but can be a sympathetic listener and offer various alternatives for the advisee's consideration. Advisors cannot increase the ability of a student, but can encourage the maximum use of that ability. While advisors cannot change some aspects of class schedules or employment loads, the students can be referred to the proper offices for such adjustments when desirable.

G. Seek to determine the level of advisement appropriate for your own comfort and training.

Generally, advisors should not attempt to personally handle complex problems concerning financial aid, mental or physical health, personal or social counseling. When these situations do arise, the faculty advisor should refer students to professional personnel who are specially trained and knowledgeable about dealing with such problems (Morehead State University, 1981).

Good luck during registration and other times of advisement. Please allow the Smith College Office to assist you if you need help.

LEGAL ISSUES REGARDING ACADEMIC ADVISING

The academic advisor is on the "front line" of the college or university in dealing with students. It is a critical position, and the success or failure of the student's education and growth is influenced greatly by the advising function. In today's litigious atmosphere, the advising function is more critical than ever.

Academic advising occurs under the umbrella of academic affairs. The courts have always hesitated to enter the academic arena and substitute their judgment for that of the academician. In doing so, they have recognized the academic freedom which protects academic decisions, including advising decisions. They have recognized also that their repeated presence in the academic community possibly could cause deterioration in the otherwise beneficial student-faculty relationship. Thus, if academicians do not abuse their discretion in dealing with students, they need not fear judicial intervention. The courts will intervene, however, if evidence exists of arbitrary or negligent treatment of students or a denial of their protected rights. The increasing number of court decisions dealing with classroom and academic matters attests to the growing judicial sensitivity to students' rights in academic affairs. The advisor's job falls within this academic affairs area, and, thus, advisors must understand the legal issues involving four major areas: the contractual relationship between student and institution, guidelines governing privacy of student records, the concept of privileged communications, and academic due process and the need for grievance procedures.

CONTRACTUAL RELATIONSHIP

In academic affairs, a contractual relationship exists between the student and the institution. The basic provisions of the college catalog, recruiting brochures, various bulletins, and the student handbook become part of the contract. The institution sets forth certain requirements for passing courses and for successful completion of programs and subsequent graduation. If students fail to meet the required standards they can be penalized through such action as dismissal, suspension, or failure to graduate on schedule; if the institution fails to respect its own regulations, then the student may seek judicial relief.

An institution may create certain contractual obligations through statements in its publications. Advisors' obligations and responsibilities usually appear in an advisor's handbook and often in publications readily available to the student. An increasing emphasis on quality advising to enhance retention brings added responsibilities to the advisor. More and more advisors not only are expected to understand such things as scheduling and registration procedures and degree and program requirements, but also they may be expected to function as a referral service or possibly as career counselors. Thus, if institutions promise such services from their advising system, they should ensure that their advisors can deliver these services. Where an advisor did not, or could not, perform his contractual obligation, then possibly liability could be present. Thus, institutions should be conscious of an advisor's obligations which might be created by unequivocal statements regarding advisors' responsibilities.

Most institutions' catalogs state that the ultimate responsibility for knowing degree requirements rests with the student. This type of statement normally would protect advisors if they commit an advising error. Generally, the advisor is not going to be held personally liable for erroneous advising in the absence of gross negligence, irresponsible behavior, or arbitrary or capricious treatment of the student. Advisors should keep notes of their discussions with students during advising sessions. An accurate record of advising sessions would help solve any disputes over the content of previous advising and also serve as a legitimate protection against claims of erroneous advising.

THE BUCKLEY AMENDMENT: ADVISOR'S RESPONSIBILITIES AND STUDENT'S RIGHTS TO PRIVACY

Since advisors maintain educational records -- records of advisees' grades and other academic information -- they must understand the provisions of the Family Educational Rights and Privacy Act of 1974 (commonly referred to as The Buckley Amendment). Basically, this act provides students with access to information placed in their advising files. Furthermore, it ensures that only school officials with a legitimate educational interest may see the student's file. The student's permission must be obtained before any other party may have access to the student's file. Thus, advisors, upon request, must allow students access to their advising file. This fact, however, does exclude a student's right of access to personal notes that the advisor may have made during the advising sessions. Under this Act, these notes constitute records made by educational personnel and kept solely in their possession. Advisors may allow someone who temporarily performs their advising duties to see the notes; if the advisor is to be replaced permanently, however, he should remove any personal notes from the student's file before transferring the file to the replacement.

Under legislation, the student has the right to an informal hearing regarding material in his record. If, at this hearing, the student does not receive satisfaction, then he may insert explanatory material in the file. The Act specifically denies students the right to a hearing regarding grades received. The student, however, may challenge the accuracy of transferring grades to the student's record.

Information in the file may be sent to parents of financially dependent students without the student's written consent. The registrar's office usually maintains information regarding a student's status as a financial dependent. Institutional policy, however, will determine whether or not information must be sent to parents without the student's consent.

According to the Buckley Amendment, a record also must be kept of requests received from school officials to obtain information from the student's file. The record should not only identify the official making the request, but also the official's legitimate educational reason for requesting the information. The record should remain in the student's file. Each institution is individually responsible for determining which parties qualify as "school officials" and what constitutes a "legitimate educational interest." Advisors should familiarize themselves with their institution's policy governing this matter, as well as other institutional policies regarding implementation of the Buckley Amendment.

PRIVILEGED COMMUNICATIONS

Although the law recognizes the student's right to privacy of his educational records, it also recognizes the advisor's right to privileged communications. Thus, in an effort to help a student, advisors can discuss confidential information regarding that student with other appropriate individuals. The courts generally will respect the right to such communications and will not hold the advisor liable for statements considered as privileged comunications. This right, however, is not an absolute one, and advisors must exercise good judgment in making all confidential statements. To determine the appropriateness of confidential discussions, an advisor should simply ask if such a discussion would serve the student's best interest.

At times, students will come to advisors with personal problems; normally these problems should remain confidential. In some instances, however, a student may tell the advisor of certain intentions that would prove harmful to the student or possibly to others, such as the intention to commit suicide or the desire to harm another person. Although the statements are made in confidence, an obligation rests with the advisor to disclose such information to an appropriate party, such as parents, an intended victim, a school psychologist, or police.

ACADEMIC DUE PROCESS

The courts have mandated that students receive due process guarantees of notice and hearing indisciplinary cases, but students with grievances concerning academic affairs, such as situations involving erroneous advising, disputed grades, or alleged arbitrary course requirements, generally find themselves without due process guarantees. The courts, to this date, have not mandated legally what constitutes due process in academic affairs. Courts generally will respect the institution's procedures for handling academic affairs cases, as well as their decisions resolving these cases. As previously indicated, the courts will intervene in cases involving seemingly arbitrary or capricious treatment of a student. The voluntary application, however, of the spirit and principles of due process to academic affairs can reduce the incentives for legalism and reliance upon the courts by students when they feel aggrieved. With clearly-defined grievance procedures in place, courts will decline to intervene until a student exhausts this administrative remedy. Thus individual departments or divisions of the institution should outline procedures that students will follow in registering any grievances resulting from erroneous advising or any other action taken by the advisor. The following suggested prcedures should not be construed as specific prescriptions to cover every case, but rather as a guideline:

1. Institutions should define clearly and publish the responsibilities of advisors and students in the advisor-advisee relationship.

2. Information the student is expected to know, such as academic requirements for continuance and graduation, should be clearly specified and publicized.

3. A well-documented and orderly procedure of appeal should be established and promulgated. A committee should be appointed in each department or division or one committee for the entire institution, if that is deemed appropriate, which would hear complaints by students against advisors for alleged advising errors or negligent and irresponsible advising. The advisor against whom the allegations have been made should receive all due process rights in defending his actions.

Implementation and promulgation of these recommendations would not open a Pandora's box with a proliferation of student complaints against advisors. Rather, advisors would maintain a responsible attitude toward students, and students would understand more clearly their responsibilities in the advising process. The channeling of complaints through an appointed committee would formalize a fair and reasonable procedure which does not exist on many campuses today.

Two elements have combined to cause an increase in the number of academic affairs cases: arrival of consumerism to the campus and the lowered age of majority. Consumerism on campus today considers whether or not an institution delivers to the student the product it claims in its various publications, as well as in oral presentations. As legal adults, by virtue of the lowered age of majority, students must accept more responsibility for their actions on campus and thus also may have a great inclination to press charges against the institution when they believe they have received arbitrary or capricious treatment. This does not mean that all students might file a court suit when they reach the age of majority, but since they must accept the responsibilities of that status they will most likely be more zealous of their rights. With these prevailing conditions and the fact that quality advising is fast becoming a criterion for promotion, tenure, and salary increases, advisors should seek to understand the legal issues related to advising. This understanding will ensure a responsible attitude toward students and protect their rights as well as those of the advisor.

By knowing the current legal parameters and by practicing the "golden rule," advisors will create and maintain those policies and practices which respect the worth and dignity of each student. By doing so, they will help create a better climate for reducing the incentives for legalism and respecting the rights, freedoms, and responsibilities of all (Young, 1982, pp. 41-45).

"THE ADVISOR SHOULD RECORD INFORMATION IN THE ADVISEES' FILES WHICH MAY BE HELPFUL IN FUTURE ADVISING SESSIONS WITH THE STUDENTS, AND FOR POSSIBLE USE BY OTHER ADVISORS IN CASE OF REFERRAL OR CHANGE OF MAJOR. THE ADVISOR SHOULD ALSO KEEP A RECORD OF THOSE COURSES WHICH THE STUDENTS WERE ADVISED TO TAKE AND A RECORD OF THE STUDENTS' FINAL SELECTIONS" (CRAIG, 1981, P. 10).

"LET THE WORDS OF MY MOUTH AND THE MEDITATION
OF MY HEART BE ACCEPTABLE IN THY SIGHT, O
JEHOVAH, MY ROCK, AND MY REDEEMER"
(PSALMS 19:14, THE HOLY BIBLE).

THE STEREOTYPES OF FACULTY ADVISEMENT

Certain aspects of faculty advising have tended to gloss the process so that the true dimensions of advising have been obscured. Among the stereotypes are these:

1. THE AUTOMAT STEREOTYPE. This is the common "slip a coin in and get a schedule out" process wherein the student and advisor interact solely in a mechanical process of working out a program suitable for a given period of registration. In a recent study it was noted that in many colleges, the view prevails that when a student has been assisted in arranging a program of classes that has met his needs, the major task of advising has been fulfilled. Students deserve much more assistance in the forms of analysis of their achievement, assistance in occupational exploration, referral to remedial and developmental services, effecting suitable work-study and recreation patterns, referral to health services, financial assistance, part-time work, and discussion of appropriate graduate and professional programs with eventual placement.

2. THE THOUSAND-MILE CHECKUP. This stereotype is one that conceives the advisor as active in arranging a program of courses and subsequently checking a month or six weeks thereafter to see how the program has worked. This and little more! This stereotypic action has been described as follows:

   > ...the university provided me with a freshman advisor to whom I was to go when my first month's grades were turned in, and regularly thereafter once a month. My particular advisor was an ascetic-looking assistant professor in English, very scholarly and by no means interested in callow freshmen. He had a half-dozen other freshmen besides me to advise, and his technique was to get rid of us as quickly as possible. Every month he gave me my grades and said, "That's fine; you're doing very well." I said, "Thank you," and walked out. In later years when I became interested in the institution of freshmen advisors, I questioned numerous students on the campus and found not one who had received more advice from his than I had from mine.

3. THE PATCH-AFTER-CRASH STEREOTYPE. In this role, the faculty advisor is galvanized into action at moments of crisis. The student fails miserably, is entrapped in a violation of academic or social regulations, is about to drop or be dropped, with the result that the faculty advisor races

to the scene -- office of the academic or personnel dean -- with sirens blowing. Too little and too late is usually the appraisal of this well-intentioned but ill-planned maneuver.

4. THE MALEVOLENT BENEVOLENCY. One more stereotype surely deserves to be mentioned. It is that which pictures the faculty advisor as mother hen, with a wingspread like that of an eagle, hovering over the student by day and by night -- protecting, preventing, paternalizing. Probably, at some time or another, the advisor wonders if he is not prolonging infancy. These times should be rare -- in the early weeks, for instance, when for the freshmen, the break from home and home town may seem cataclysmic. It must be patently understood that any program of faculty advising that stultifies human growth and development cannot be justified.

There are assuredly other stereotypes, but the ones noted above seem to illustrate some myths and confusions about the advisor role. All these certainly miss the point of real importance: the consideration of the learner in the climate of his learning (Hardee and Mayhew, 1970, pp. 10-11).

ALL ALONG THE JOURNEY THROUGH COLLEGE TO GRADUATION--BUT ESPECIALLY AT THE BEGINNING--STUDENTS NEED GUIDANCE AND INDIVIDUALIZED INSTRUCTION IN DEVELOPING A WIDE RANGE OF KNOWLEDGE AND RELEVANT SKILLS (FORREST, 1982, P. 41).

SOME OBSERVATIONS ABOUT TRADITIONAL "GOOD ADVISOR" DESCRIPTORS

1. THEY ARE DERIVED FROM A THERAPEUTIC HELPING RELATIONSHIP. -- THE RESTORATION OF SOME PART OF A CRUMBLING PERSONALITY.

2. THEY ASSUME THAT THE ADVISOR-ADVISEE RELATIONSHIP CONTINUES BEYOND A SINGLE MEETING.

3. THEY ATTRIBUTE TO THE ADVISOR A SET OF CHARACTERISTICS WHICH DESCRIBE AN ALMOST PERFECT, IF NOT "GOD-LIKE," INDIVIDUAL.

4. THEY PRESCRIBE FOR THE ADVISOR A MOSTLY PASSIVE, RECEPTIVE ROLE WHICH ALLOWS ONLY THE ADVISEE TO BE SEEN "HOLISTICALLY."

5. THEY TEND TO FOCUS THE ADVISEE'S PERCEPTIONS OF THE ADVISOR ON HIS ROLE AS A PAID, TRAINED PRACTICING PROFESSIONAL (AS CONTRASTED WITH HIS BEING A "PERSON").

6. THEY PROBABLY SERVE TO DISCOURAGE FACULTY/STAFF PARTICIPATION IN ADVISOR TRAINING PROGRAMS, CONVEYING, AS THEY OFTEN DO, THE FLAVOR OF "BECOMING A COUNSELOR" AND/OR INTERACTING ARTIFICALLY WITH STUDENTS.

7. THEY SELDOM DESCRIBE THE INDIVIDUAL WHOM AN ADVISEE ENCOUNTERS, SO THAT STUDENT EXPECTATIONS FOR "WHAT SHOULD BE" IN ADVISORS ARE SHATTERED BY ACTUALLY "WHAT IS" (METZ AND ALLAN, 1981).

THE DEVIL'S (ADVOCATE) LIST
FOR GOOD-ADVISOR CHARACTERISTICS

THE GOOD ADVISOR SHOULD BE ABLE TO:

1. COAX AND WHEEDLE - "A STUDENT WITH YOUR AVERAGE (3.7) AND BREADTH OF INTERESTS SHOULD BE EXPLORING A VARIETY OF CAREER OPTIONS."

2. COERCE - "IF YOU WANT ME TO SUPPORT YOUR REINSTATEMENT REQUEST THEN YOU MUST SCHEDULE ONLY THESE COURSES NEXT SEMESTER!"

3. CONFRONT - "BUT YOU REALLY DON'T BELIEVE THAT I CAN TELL YOU WHAT TO MAJOR IN, DO YOU?!"

4. PERSUADE - "THE READING AND STUDY SKILLS COURSE WE OFFER CAN CERTAINLY HELP YOU IMPROVE YOUR ACADEMIC PERFORMANCE!"

5. PRESCRIBE - "WITH YOUR SAT SCORES YOU SHOULD TAKE TWO PREPARATORY MATH COURSES (BEFORE TAKING ENGINEERING CALCULUS) AND GET PLENTY OF TUTORING ASSISTANCE. COME BACK IN THREE WEEKS AND WE'LL CHECK ON HOW THINGS ARE GOING."

6. SUGGEST - "YOU CAN DECIDE WHETHER IT MAKES SENSE, BUT I THINK WITHDRAWING THIS SEMESTER IS THE BEST THING TO DO."

7. DENY - "I KNOW HOW YOU FEEL, BUT I CANNOT RETROACTIVELY DROP YOUR LAST SEMESTER'S COURSE JUST BECAUSE YOU FLUNKED IT!"

8. BACKSLIDE - "LOOK, I KNOW WHAT THE CAMPUS POLICY IS, BUT, GIVEN YOUR SITUATION, I'LL MAKE AN EXCEPTION" (METZ AND ALLAN, 1981).

STUDENT MISBEHAVIOR

SHOULD MISBEHAVIOR BE REPORTED? In most instances of minor misbehavior, the stituation can be best handled within the organization through group sanctions and penalties and with the advisor counseling with the students involved. In other instances not covered by existing procedures or policies, the advisor must use his best judgment, referring or reporting serious cases of misbehavior or maladjustment to the appropriate college office.

Keeping in mind his responsibilities to the welfare of the individual student, the organization, and the institution, the advisor will also need to consider such other factors as these:

1. Does the type of misbehavior cast a serious doubt on the individual's fitness for his objective? For example, consider the accounting major who embezzles money from the group treasury.
2. Can an otherwise worthwhile young person be deterred from other and more serious misbehavior by firm action and rehabilitative counseling at this stage?
3. Does the misbehavior constitute a criminal act which the advisor's failure to report may result in his being implicated?
4. Are there serious implications for the institution's public posture or relationship with the community?
5. Is the misbehavior symptomatic of possible psychological disturbance on the part of the student which could require professional attention? The counseling center, student affairs office, or dean's office may know of other similar incidents which, with the advisor's report, may indicate a disturbed student who needs assistance.

The responsibility of the advisor to the student is a real one but he must not assume that referral to the student personnel office will necessarily work to the student's disadvantage or result in his dismissal. If the advisor is in doubt as to the correct action, he should consult the dean's office or student affairs office on a confidential basis or at least by describing the situation as a hypothetical case (Bloland, 1967, p. 27). Refer to the current HBU Student Handbook for additional information and specific policies.

> "BECAUSE IT IS WRITTEN, YE SHALL BE HOLY,
> FOR I AM HOLY"
> (1 PETER 1:16, THE HOLY BIBLE).

ADVISING STUDENTS WHO HAVE PERSONAL PROBLEMS

At one time or another most academic advisors have had a student come in to discuss a personal problem. In many cases a sympathetic ear and emotional support are all the student seeks or needs. In some cases, however, the student might need assistance that you are unable to provide. In these instances you need to decide whether or not to refer the student for additional help and, if so, how to go about making the suggestion that further help is required. This section suggests effective strategies for listening and for discussing personal problems with students. Additionally, it outlines some common symptoms of personal distress so that you will be better able to know when a student is suffering with a problem, and it provides guidance on how to decide when to refer a student for further assistance. Finally, procedures for making a referral are outlined.

The Counseling Center can provide assistance to faculty members in matters pertaining to the academic and personal adjustment of students. Faculty members frequently consult with Center staff regarding specific students with whom they come in contact to identify possible interventions in working with students who have a personal problem, to determine the significance of certain behaviors, and to understand the procedure for referring students to the Center.

Active Listening Skills

To be successful in helping students with personal problems, you must first have a clear understanding of the exact nature of the problem. Attaining understanding requires listening in an active and participatory manner. If you are a good listener, you will notice that others are drawn to you. Listening is a commitment and a compliment. It is a commitment to understanding how other people feel and how they see their world. It means putting aside your own prejudices and beliefs, your anxieties and self-interests, so that you can see the world from the other person's point of view. Listening is a compliment because it says to the other person: "I care about what is happening to you, your life and your experience are important." People usually respond positively to the compliment of listening.

Successful listening requires a number of simultaneous activities: paraphrasing, clarifying, feedback, empathizing, being open, and being aware.

Paraphrasing. Paraphrasing is absolutely necessary to good listening because it keeps you busy trying to understand what the other person means, rather than blocking or having your thoughts wander to what you will say next. You can paraphrase by using such lead-ins as "What I hear you saying is...In other words...So basically how you felt was...Let me understand...What was going on for you was...What happened was...Do you mean...? *You should paraphrase everytime someone says something important to you*.

Clarifying. Clarifying, which often goes along with paraphrasing, means to ask questions until you get a more complete picture. Since your intention is to understand fully what is being said, you often have to ask for more information and background to get a fuller picture of the circumstances surrounding a problem. *Concentrate on the main ideas and not the illustrative material*; examples, stories, statistics, and the like are important but usually do not represent the main points. Examine them only to see if they prove, support, or define the main ideas. Clarifying helps you sharpen your concentration so that you hear more than vague generalities. Clarifying also lets the other person know that you are interested.

Feedback. After you have paraphrased and clarified what has been said, you need to share, in a nonjudgmental way, what you thought, felt, or sensed. *The feedback that you give should be immediate, honest, and supportive*. Immediate means giving the feedback as soon as you fully understand the communication. Honest means expressing your true feelings. Supportive means gently and sensitively reacting to what you hear and feel.

Empathizing. Empathize with the student--try to put yourself in the student's place *as if* you were he or she but without ever losing the "as if" condition. Concentrate on what the student is saying--focus your attention on his or her words, ideas, and feelings.

Being Open. Being open as you listen means that you hear the whole statement, the entire communication, before judging. If you are judging and finding fault, you will have difficulty listening. *Recognize your own prejudices--try to be aware of your feelings toward the student, the subject, and the occasion*. Allow for these prejudgments in formulating your feedback.

Being Aware. There are *two* components to listening with awareness. *One is to compare what is being said to your knowledge of history, people, and the way things are*. You should do this without judgment, simply making note of how a communication fits with known facts. *The second way to listen with awareness is to hear and observe congruence*. Does the student's tone of voice, emphasis, facial expression, and posture fit with the content of his or her communication? If someone is telling you that his father has just died, but smiles and leans back in his chair with his hands laced behind his head, the message is not making sense. There is no congruence. If body, face, voice, and words fail to fit, your job as a listener is to clarify and give feedback about the discrepancy. If you ignore the incongruity, you are settling for an incomplete or confusing message.

Total Listening. A student coming to you with a personal problem clearly wants you to listen and will look for clues to prove that you are. A number of verbal and nonverbal behaviors can help you listen and can help you communicate the fact of your total attention. Here are a few suggestions on how to be a total listener:

1. Stop talking--you can not listen while talking.
2. Maintain good eye contact.
3. Lean slightly forward to indicate your involvement.
4. Reinforce the speaker by nodding or paraphrasing.
5. Do not interrupt. Give the person time to finish what he or she has to say.
6. Clarify by asking questions.
7. Move away from distractions.
8. Be committed, even if you are angry or upset, to understanding what the student says.

Indicators of When to Be Concerned

Being aware of signals that indicate the possiblity of problems can be helpful to a faculty member in making a judgment about whether or where to refer a student for counseling.

The following signs may indicate that a student could benefit from a referral to the Counseling Center.

Unusual Behavior

1. Withdrawal from usual social interaction
2. Marked seclusion and unwillingness to communicate
3. Persistent antisocial behavior such as lying, stealing, or other grossly deviant acts
4. Lack of social skills or deteriorating personal hygiene

5. Inability to sleep or excessive sleeping
6. Loss of appetite or excessive appetite (starving or binging behavior)
7. Unexplained crying or outbursts of anger
8. Acutely increased activity (i.e., ceaseless talking or extreme restlessness)
9. Repeated absence from classes
10. Unusual irritability
11. Thought disorder (i.e., the student's conversation does not make sense)
12. Suspiciousness, irrational feeling of persecution
13. Irrational worrying or expressions of fear

Traumatic Changes in Personal Relationships

1. Death of a family member or a close friend
2. Difficulties in marriage or family relationships
3. Dating and courtship difficulties
4. Sexual abuse (i.e., rape, incest, harassment)
5. Terminal/chronic illness of a family member

Drug and Alcohol Abuse

1. Indications of excessive drinking or drug abuse (i.e., binges, neglects eating or physical appearance, impaired thinking)
2. Severe drug reaction (i.e., bizarre behavior, unexplained "blackouts" of memory)
3. Being a child of an alcoholic or drug dependent parent

Academic Problems

1. Dramatic drop in grade point average
2. Deficient reading speed or comprehension
3. Poor study habits
4. Incapacitating test anxiety

5. Sudden changes in academic performance

6. Lack of class attendance

Career Choice Problems

1. Dissatisfaction with academic major

2. Unrealistic career aspirations

3. Confusion with regard to interests, abilities, or values

4. Chronic indecisiveness or choice conflict

5. Uncertainty of career alternatives

Taken alone any of these signals may be insufficient to warrant intervention. However, duration of behavior, combination of signals, and the degree of intensity of indicators will determine the type of intervention needed.

When to Refer

Aside from the signs or symptoms that may suggest the need for counseling, there are other guidelines which may help the faculty member define the limits of his or her involvement with a particular student's problem. It is important not only to hear what the student is saying, but to be attentive to the non-verbal behaviors as well as the feelings underlying the message to you. A referral is usually indicated under the following circumstances:

1. When a person asks for referral. However, you need some information from the person to know where the best referral is. It is also a good idea to explore with the student how urgent this need is. It may be that the student is feeling quite upset and some exploration with you will help the individual feel more comfortable being referred.

2. When a student presents a problem or requests information which is outside your range of knowledge.

3. A person contemplating suicide. This has the potential of being the most severe of all crises dealt with herein. Although there are wide differences in the seriousness of suicidal thoughts, anytime a student is thinking of it seriously enough to discuss it with you he or she is probably pretty upset. Although it is important for you to help deal with immediate feelings, a threat to self or others ethically requires strong intervention on the part of the faculty or other professionals. In order to assess the severity of the suicidal thought, a counselor from the Counseling Center or faculty member in the

professionals. In order to assess the severity of the suicidal thought, a counselor from the Counseling Center or faculty member in the Psychology Department should be contacted. Offer to walk with the student to see the Counselor. Report such conversations to a Counselor or Psychology Department faculty member. It is possible to save a life by taking quick, effective action.

4. Someone you feel you have not helped, or whom you've gone as far as you can go with, but who you feel needs help. None of us can help everyone we try to help because of personality differences, lack of experience, or a variety of other reasons. When you have the feeling that you have not been helpful, try to be honest with the student and suggest a specific person or agency that would meet the student's needs. Also suggest Counseling or Psychology faculty.

5. Lack of objectivity on your part. You may know the student on other than a professional basis (friend, neighbor, relative), may know the person the student is talking about, or be identifying too closely with the problem being discussed. Any of these may interfere with your ability to be a nonjudgmental listener. It would be better for the student to be referred to someone else.

6. If a student is reluctant to discuss a problem with you for some reason. You may sense that the person may not feel comfortable talking to you; for example, the student might be more at ease talking with a male or a female, or a black or white counselor. In that case, you should refer the student to an appropriate individual and suggest that the person is very easy and pleasant to talk to.

7. If a student has physical symptoms. Headaches, dizziness, stomach pains, insomnia can be physical manifestations of psychological states. If students complain about symptoms they suspect (or you suspect) may be connected with their problem, it would be in their best interest to refer them to a professional, possibly the school nurse or the school physician.

How to Refer

When you believe that a student might benefit from professional counseling, speak directly to the student in a straight-forward, matter-of-fact fashion, showing simple and concrete concern. Never trick or deceive. Make it clear that this recommendation represents your best judgment based on your observations of the student's behavior. Be specific regarding the behaviors that have raised your concerns and avoid making generalizations or attributing anything negative to the individual's personality or character.

Except in cases of life threat to self or others, the option must be left open for the student to accept or refuse counseling. It is not uncommon for students to be anxious when being referred to a professional. If you have had positive feedback from other students about the Counseling Center, you could tell the student you have referred others there and that they found it helpful. If the student is skeptical or reluctant for whatever reason, simply express your acceptance of the feelings so that he or she feels free to reject the referral without rejecting you. Give the student room to consider alternatives by suggesting that perhaps you can talk about it later after the individual has had some time to think it over. If the student emphatically says "No," then respect the decision and again leave the situation open should he or she decide to reconsider. Above all, do not rush. Unless it is a matter of clear urgency, go slowly.

If the student agrees to the referral, place the call to the Counseling Center right then, with the student present. Usually, you'll make an appointment through the receptionist. A home and work phone number may be left and the student can also be called later if the counseling person cannot talk on the phone at that time. In most cases the student can be seen within two days. If it appears to be an emergency, ask to speak directly to a counselor or to have your call returned as soon as possible. If appropriate, suggest to the student that with his or her permission you will give information to the counselor about the nature of the problem. Have the student write down the counselor's name, address, extension, and the time and date of the appointment. Having a confirmed appointment sometimes makes the difference in whether or not the student goes to the appointment. Finally, follow up with the student at a later date to show your continued interest even if he or she did not accept a referral.

To Sum It Up

1. Find out enough about the student's problem to be able to make the best referral.

2. Invovlve the student in the process. Deal with the feelings about the referral (i.e., objections, fears, etc.). It is better to have them discussed before the student leaves.

3. Go slowly--except in an emergency, the student should be made aware that he or she has a choice to accept or refuse the referral.

4. Be very specific in the referral (identify location, name of counselor, telephone number).

5. See how much help the student needs in contacting the referral--some may need to be escorted over. On the other hand, try to let the person do as much for himself or herself as you can.

6. Follow up! Even if the student did not accept your referral, following up at a later date will demonstrate your continued interest.

Finally, the referral process is one that should communicate to the student that (1) you are concerned about his or her well-being, and (2) you consider the problem one which requires professional attention, which you are unable to provide. These two messages, effectively communicated, can determine the attitude with which the student enters counseling. That attitude affects the progress and outcome of any psychological intervention.

If you have any questions about the material in this section, please contact any of the counselors at the Counseling Center or Department of Psychology (Scott, 1988, pp. 297-303).

ACHIEVING THE OBJECTIVES OF GENERAL EDUCATION REQUIRES MORE THAN SIMPLY OFFERING COURSES. HOW THESE COURSES ARE TAUGHT, THE KIND OF ADVICE STUDENTS RECEIVE, AND WHAT HAPPENS OUTSIDE THE CLASSROOM ARE EQUALLY IMPORTANT (FORREST, 1982, P. 15).

REFERRAL SKILLS SUMMARY

HOW TO REFER STUDENTS

1. Referral decisions--ability to determine whether a referral should be made
    A. Determination of problem(s)
    B. Determination of whether or not you can help and/or are qualified to offer the assistance needed.
    C. Determination of possible agencies or persons to whom the student may be referred.
2. Referral process--ability to professionally refer the student to the proper person or agency for help.
    A. Explain in a clear and open manner why you feel it desirable or necessary to refer.
        1. Take into account the student's emotional and psychological reaction to the referral.
        2. Get the student to discuss his problem(s), consider reasons for referral, evaluate possible sources of help, and assist in the selection of the specific person or agency.
    B. Explain fully the services which can be obtained from the resource person or agency you are recommending.
    C. Reassure student about capability and qualifications of resource to help meet the particular need expressed.
    D. Attempt to personalize the experience by giving the student the name of a contact person to ask for or help by calling for an appointment for the student. Give directions to the office if necessary.
    E. Discuss with the student any need for transfer of data and obtain consent and approval for the transfer.
    F. Assist the student in formulating questions to ask or approaches to take.
    G. Transmit to the person or agency who will assist the student all the information essential for helping the student.

3. Follow up--ability to evaluate the appropriateness and effectiveness of the referral.

   A. Determine if the student kept the appointment.

   B. Discuss with the student his or her evaluation of the help received from the agency or person.

   C. Determine whether you selected the appropriate source of help for the student (Crockett, 1988, p. 331).

"FROM AN ADVISING STANDPOINT
THE PERSONAL DEVELOPMENT
OF THE STUDENT
IS AS IMPORTANT AS THE ACADEMIC"
(COLLEGE OF SCIENCES AND HUMANITIES,
UNDATED, P. 1).

WHAT IS A STUDENT?

A STUDENT is the most important person in any educational institution.

A STUDENT is not dependent on us. We are dependent on him.

A STUDENT is not an interruption of our work. He is the purpose of it.

A STUDENT does us a favor when he enrolls. We are not doing him a favor by serving him.

A STUDENT is a part of our work—not an outsider.

A STUDENT is not just a statistic. He is a flesh and blood human being with feelings and emotions like ourselves.

A STUDENT is a person who comes to us with his needs or wants. It is our job to fill them.

A STUDENT is deserving of the most courteous and attentive treatment we can give him.

A STUDENT is the life blood of this and every other educational institution (source unknown).

HOW YOU AND YOUR FACULTY ADVISOR SHOULD WORK TOGETHER

When you were admitted to Houston Baptist University, you were assigned to a faculty advisor for both educational and vocational guidance and advising. Since your advisor is responsible for counseling a group of student advisees as needs occur, the following suggestions are offered to you to help enhance your experiences with your advisor:

1. You should. . . . . .Contact and keep in touch with your advisor.
   Your advisor should . . . . .Post office hours.
2. You should. . . . . .Make and keep appointments or call if it is necessary to change or cancel an appointment.
   Your advisor should . . . . .Keep appointments or call if it is necessary to change or cancel an appointment.
3. You should. . . . . .Come with specific questions in mind.
   Your advisor should . . . . .Provide accurate and specific information.
4. You should. . . . . .Come with necessry materials (pencil, Schedule of Courses, forms, etc.).
   Your advisor should . . . . .Have on hand resource material (H.B.U. Bulletin of Information, Advisor's Handbook, etc.).
5. You should. . . . . .Ask about other sources of information.
   Your advisor should . . . . .Suggest other sources of information.
6. You should. . . . . .Be open concerning school work, study habits, academic progress, etc.
   Your advisor should . . . . .Listen to you and help you solve problems.
7. You should. . . . . .Build a schedule free of conflicts in time.
   Your advisor should . . . . .Check your schedule for appropriate selection of courses.
8. You should. . . . . .Make decisions concerning careers, choice of majors, and selection of courses.
   Your advisor should . . . . .Suggest options concerning careers, choice of majors, and selection of courses.

WHEN TO SEE YOUR ADVISOR

1. To discuss any problems which affect academic performance.
2. To select courses for the upcoming quarter (during registration).
3. To add or drop courses (during registration).
4. To register to take a course pass-fail or audit (during registration).
5. To discuss academic progress.
6. To declare a major.
7. To file a degree plan.
8. To discuss career considerations.

HOW TO SEE YOUR ADVISOR

1. Become familiar with your advisor's office hours/schedule.
2. Whenever possible, call to make an appointment rather than drop in without one.
3. If it is necessary to drop in without an appointment, try to go at a time when your advior is on duty, avoid the busiest time of the day (10:00 a.m.-2:00 p.m.), and allow plenty of time in case you have to wait to see your advisor.
4. Because the first and last two weeks of each quarter are the busiest for your advior, schedule longer conferences (to discuss issues like possible majors and careers) during the middle part of the quarter.
5. You may secure a "Request for"Change in Faculty Advisor" form from the Smith College Office if for any reason you need to change advisors.

Adapted from How You and Your Advisor Will Work Together by the Undergraduate Advising Center at the University of Iowa, July, 1981.

STUDY TIPS FOR THE LEARNER

I. SUGGESTIONS FOR IMPROVING WRITTEN WORK

A. Written work reveals ability, desire, and character. It is the most important product that you have to offer in exchange for a grade.

B. The primary requirement of all written work is that it be presented in an interesting, mechanically correct, and attractive manner.

C. Judge the quality of your written composition by questioning its parts, content,and presentation.

D. Observe closely the three basic obligations of all students toward written work:

1. Have a working knowledge of the subject.
2. Present the material in the best possible form and structure.
3. Never pass off inferior work in order to get by.

E. Excellence is the only real quality of written work that is permanent. Excellence in packaging the product (putting written work in an attractive, correct, and neat form) comes from a "sense of pride" in one's work.

F. Adopt practices that will reveal your weaknesses and encourage your improvement. Plot your own methods for adding quality and completeness.

II. PRACTICES FOR BETTER RESEARCH PROJECTS

A. General Research

1. Strive for originality, but depend on your scope of reading and your grasp of material to determine the quality of your theme.
2. Take notes on 3"x5" index cards, and save time by preparing bibliography cards while you are gathering material.
3. Make footnotes and a sound bibliography reflect the scholarship and authority of your paper.

B. Book Reports

1. For short book reports use the four w's -- who, where, when, and why to relate the story.
2. In all book reports show your appreciation or lack of it through your study of the characters or the nature of the book. Avoid editorializing to praise or condemn.

3. Observe closely the two obligations that the book report has to the reader:
    a. To describe the book.
    b. To communicate something of its quality or lack of it.
4. Avoid the meaningless superlative and the baseless generalization. There is no "best book ever written" and there is no "greatest literary genius who ever lived."

C. The Meaning of Style

1. Only by reading great writing can you develop a feeling for style.
2. Style in writing is not affectation, novelty, artificial coloring, or fashion. It is simplicity and sincerity based upon concern for the reader.
3. Style in writing is that quality which brightens the obscure, makes instruction agreeable, gives depth to the simple, adds distinctiveness to the ordinary, and brings harmony out of discord.
4. Style is only achieved by those who believe in what they write. The heart must know first what words can produce on the page.

III. GUIDELINES FOR REVIEWING MATERIAL AND TAKING TESTS

A. Review by selecting the important subject matter; concentrate on it rather than on the trivial and incidental.

B. Review by listening for hints and helps given by the instructor just prior to the test.

C. Review by predicting questions for the test. Think how questions can be asked on specific subject matter.

D. Review by reorganizing the subject matter into logical divisions. Keep a sense of unity by being aware of relationships among parts.

E. Review by changing your point of view. Let your imagination add interest to the subject.

F. Review by knowing what "question words" mean. Learn what your teacher expects when certain key words are used.

G. When you take the test or examination, read all questions and instructions carefully and repeatedly until you understand exactly what the answer and the presentation of the answer require.

H. Know the general implications of key and qualifying words in both objective and essay questions. Do not, under any circumstances, make an exception for what the qualifying word asks for.

I. On objective tests give the precise answer; on essay tests give the complete answer. Always remember that quantity without quality will not get a good grade.

J. Observe all rules of neatness, mechanics, and clarity. The attractive paper that is easy to read gets the better grade.

K. Check your paper carefully before you turn it in. Unless you are absolutely sure you have made a mistake, do not change your answers. The first impression, as psychological tests have shown, is more reliable.

L. Improve all future test and examination grades by carefully checking all returned papers. Note your errors and shortcomings so you will not repeat them on the next test (Fogarty, 1981, pp. 137-138).

"CONSUMERISM NOW HAS REACHED THE AMERICAN CAMPUS. CONSUMING STUDENTS ARE READY TO SPOT THE 'LEMON' PROFESSOR OR THE DEPARTMENT THAT DOES NOT PRODUCE 'A PRODUCT' AS GOOD AS IT WAS ADVERTISED TO BE. THEY ARE READY TO SUE OVER THE DEFECTIVE EDUCATIONAL PRODUCTS SOLD AT THE HIGH PRICE OF TUITION" (GUENTHER, 1983, P.3).

STUDENTS ON ACADEMIC PROBATION

The Role of the Faculty Advisor

Many university personnel who work daily with students on academic probation find that those who are academically dismissed later make relatively common errors in judgment. Many of these students might have stayed in college if they had made different decisions while on probation. Listed below are some student errors occurring most often and the logic students use to make these mistaken judgments. In addition, basic information to help the academic advisor intercede and show the probationary student his mistakes in judgment follows each student error.

ERROR 1 ENROLL IN TOO MANY CREDIT HOURS. Students think they can "get it all back" through one heroic try and, thus, attempt to make the entire grade-point-average improvement in a single quarter.

ASSISTANCE: Students on probation should take fewer credit hours, not more. Students who attempt to make large grade-point-average improvements in one quarter usually find they do poorer work because of the multiplying effects of more quizzes, papers, tests, class hours, etc. A maximum course load for students on probation might be the minimum for full-time student classification (8 hours). A student who earns more average grades makes less grade-point improvement than the student who earns fewer, but higher grades.

ERROR 2 AVOID REPEATING COURSES IN WHICH THEY EARN BELOW-AVERAGE GRADES. Students fear repeating courses they earned below-average grades in and, instead, hope to make up the difference in other courses.

ASSISTANCE: Students who earned below-average grades in courses usually should repeat courses as soon as possible -- at HBU repeated grades replace original grades taken at HBU in calculating the grade-point-average if the repeated grade is higher than the original. For example, a student who repeats an "F" course and receives a "C" has improved his GPA as much as earning an "A" in another course, because the repeated grade replaces the original in calculations. Most students do imporve a grade upon repeating a course because prior exposure to the course makes them aware of expectations and study needs. Unless the student lacks a prerequisite for repeating the course, he usually should repeat the course to improve his grade-point-average and to remove the failure symbolically, if not physically, from his record.

ERROR 3 ATTEMPT TO DROP A COURSE AFTER THE DEADLINE FOR WITHDRAWALS. Students believe they will receive special consideration because of their situation and expect to withdraw to protect their grade-point-average.

ASSISTANCE: An advisor should emphasize that a student cannot withdraw from courses past the established deadline. The last day to drop a course with a "W" grade is usually the end of the seventh week of the quarter. For specific dates, advisors should consult the university calendar in the current HBU Bulletin of Information.

ERROR 4 FAIL TO RESOLVE INCOMPLETE GRADES WITHIN THE TIME LIMIT. Students hope that they can do nothing and have university officials ignore their incomplete grades. Sometimes they fear completion of the grade (i.e., replacement grade for the incomplete) will hurt their chances for continuation at the university.

ASSISTANCE: Students who do not resolve incomplete grades usually suffer more serious consequences then if they resolved the incompletes routinely. At HBU, incompletes change to failures after one academic quarter. Thus, advisors should inform students of the significance of resolved incompletes compared even to mediocre completion.

ERROR 5 TAKE ADVANCED COURSES WITH A WEAK OR INADEQUATE BACKGROUND. Many students think they must graduate on time and, therefore, must not interrupt the sequence of courses for any reason.

ASSISTANCE: Students sometimes believe they must continue the scheduled sequence of courses in spite of academic difficulties. In rigorous majors, students should repeat some courses, even when they earn passing grades, if they are weak or ill-prepared to continue the sequence. Often students refuse to take a short delay in completing a sequence, which, in turn, may cause a much greater delay if they are dismissed from school for academic reasons. Students should know the difficulty involved in mastering advanced courses in their major and should prepare sufficiently before proceeding.

ERROR 6 TAKE COURSES ON THE ADVICE OF A FRIEND. Students often are "advised" by friends to take courses simply because someone else found these courses met his need.

ASSISTANCE; Students often take courses on the advice of friends. Friends with good intentions may misadvise their peers about courses that are easy and appropriate for some, but difficult and inappropriate for others. The probationary student should place only limited faith in the course selections of friends.

ERROR 7 TAKE ALL OF THEIR EARLY COURSES EXCLUSIVELY IN THE GENERAL EDUCATION AREAS. Students want to get all the basic courses out of the way. The reverse of this is true also. Some students do not want to take any basic courses.

ASSISTANCE: Students frequently feel compelled to complete all general education courses as soon as possible. With this approach, however, a student may become discouraged and lose sight of the relevance of a total education. Thus, an advisor should encourage a probationary student to combine general and major course work, and when possible, to take at least one in his own interest area each quarter.

ERROR 8 SEEK ACADEMIC OR PERSONAL HELP LATE IN THE QUARTER.

Students want to succeed on their own and seek help only when it is too late.

ASSISTANCE: Students often fall prey to the myth of self-reliance. They believe that if they are not totally independent they are somehow unfit or unqualified for higher education. Such an assumption is neither true nor necessary. Students need to know about resources available on campus and to be assured that using support services is expected and encouraged as part of the total academic experience.

Exact advice given an individual student depends, of course, on that student's unique situation and the academic rules and regulations of HBU. Nevertheless, academic advisors who discuss the problems mentioned above with probationary students likely will point out many errors their students may be making. Reducing these common errors should reduce the attrition of students who, with proper academic counseling, will go on to adequate scholastic achievement (Russell, 1981, pp. 56-58).

FACULTY ADVISOR, ARE YOU A VERY EXPENSIVE AND OFTEN INEFFICIENT REGISTRATION CLERK, OR ARE YOU AN INEXPENSIVE AND EFFICIENT EDUCATIONAL ADVISOR AND COORDINATOR (MOORE, 1976, P. 374)?

THE LOW-ACHIEVING ADVISEE: A SELF-INQUIRY ROUTINE FOR ADVISORS

1. Is underachievement a problem with this advisee? Is he underachieving in all areas?
2. What capabilities can I infer from his folder?
3. Has this advisee any physically limiting impediments?
4. Is remedial help available that is free from stigma?
5. Do I really know this advisee's interests? Can I utilize this information for more effective advising?
6. Does this advisee have academic successes? Can I account for his success in some areas, and his lack of success in others?
7. Have I begun to sow seeds of dissatisfaction with complacency?
8. Do I talk with an advisee or to him?
9. Would my assistance in planning a time schedule with the advisee be welcome?
10. Have I had contact with the parents of this advisee? Do they provide support for his efforts?
11. Is this advisee attending class regularly?
12. Does this advisee know how to take notes? Does he use the library?
13. Am I a potent reinforcer? Do my advisees perceive me as a resource?
14. Does this advisee's out-of-class life style support his educational efforts?
15. Does this advisee have solid peer contacts? Is his tour at college a solo performance?
16. Would some other faculty member be more effective as an advisor to this student (Crockett, 1978b, pp. 5.363-5.364)?

1890: HARVARD ESTABLISHED THE "BOARD OF FRESHMAN ADVISORS," A BODY SPECIFICALLY CONCERNED WITH COUNSELING NEW STUDENTS (LEVINE, 1978, P. 506).

SCHOLASTIC DIFFICULTY ANALYSIS FORM

Factors which, in the judgment of the student, are contributing to scholastic difficulty in specific subjects. Please indicate subject (history, biology, etc.) and check appropriate items.

	Subject	Subject	Subject
Do not study			
Have reading problem			
Do not hand work in on time			
Am excessively absent			
Am frequently late to class			
Do not spend enough time on lessons			
Have health or other personal problem			
Do not seek help from teacher			
Have poor background for subject			
Am not interested in subject			
Am working too much outside school			
Have too many outside activities			
Other			
Other			
Case unknown			

In conference, the student and I affected the following actions relating to the above:

Student

Advisor

Date

(Brown, 1972, p. 265)

SAMPLE LECTURE NOTES ON TAKING LECTURE NOTES

COURSE: ____________________ DATE: ______________ PAGE # ______

I. Three Reasons for Taking Good Lecture Notes.

- A. To aid in studying for examinations. (Supplements and clarifies textbook.)
- B. To aid in understanding the professor. (His emphasis and evaluation of materials.)
- C. To aid in making a good classroom impression. (Questioning frequently follows lecturing.)

II. Four Rules for Improving the Listening Process.

- A. Rule #1: Be Prepared!
  1. Read textbook assignments beforehand.
  2. Review previous lecture notes beforehand.
- B. Rule #2: Learn Your Professor!
  1. His organization of lectures.
  2. His cues to major points.
- C. Rule #3: Listen-Think-Write!
  1. Be attentive to what is said.
  2. Critically evaluate what is said.
  3. Restate what is said. (Be selective and use your own words.)
- D. Rule #4: Use Proven Procedures!
  1. Standard-size (8 1/2 x 11) looseleaf notebook.
  2. Separate notes from different courses.
  3. Date notes and number pages.
  4. Use standard abbreviations only.
  5. Write legibly and on only one side.
  6. Use underlining and other emphasis marks.

III. Three Forms for Taking Lecture Notes.

- A. Paragraph Form (Poorest but Easiest!)
  1. Little organization -- new paragraph when subject changes.
  2. Likely to copy instructor's statements word-for-word.
  3. Tiring to study -- hard to read solid block of material.
- B. Sentence Form.
  1. A series of numbered statements.
  2. Best for following unorganized lecturer.
  3. Difficult to study -- major and minor topics undifferentiated.
- C. Standard OUtline Form (Best but Hardest!)
  1. Uses Roman numerals, capital letters, Arabic figures, and small letters.
  2. Uses indentation to different depths.

3. Requires thinking and organizatin to highest degree.
4. Almost impossible to copy instructor's lecture word-for-word.
5. Easiest to study -- content is logically organized.

IV. Three Rules for Reviewing Lecture Notes.

A. Rule #1: Review Lecture Notes Immediately after class!
B. Rule #2: Cross-reference Lecture Notes and Reading Assignments.
  1. To reinforce learning.
  2. To identify material not understood.
C. Rule #3: Recite Major Points Covered in Lecture.
  1. To retard forgetting.
  2. To check understanding (Wehe, 1968, p. 88).

SOMETIMES, A FEW SIMPLE RULES CAN UNCOMPLICATE MATTERS!

1. IF YOU OPEN IT, CLOSE IT.
2. IF YOU TURN IT ON, TURN IT OFF.
3. IF YOU UNLOCK IT, LOCK IT UP.
4. IF YOU BREAK IT, ADMIT IT.
5. IF YOU CAN'T FIX IT, CALL IN SOMEONE WHO CAN.
6. IF YOU BORROW IT, RETURN IT.
7. IF YOU VALUE IT, TAKE CARE OF IT.
8. IF YOU MAKE A MESS, CLEAN IT UP.
9. IF YOU MOVE IT, PUT IT BACK.
10. IF IT BELONGS TO SOMEONE ELSE AND YOU WANT TO USE IT, GET PERMISSION.
11. IF YOU DON'T KNOW HOW TO OPERATE IT, LEAVE IT ALONE.
12. IF IT IS NONE OF YOUR BUSINESS, DON'T ASK QUESTIONS.
13. IF IT AIN'T BROKE, DON'T FIX IT.
14. IF IT WILL BRIGHTEN SOMEONE'S DAY--SAY IT!
(LANDERS, 1983, P. 12).

SEVEN HINTS ON TIME PLANNING

Time is one measure of life wasted. Time saved is life saved. Effective use of time, like effective use of money, is one way to find more enjoyment and more success from our daily living. Each of us has at his command the same amount of time for each week -- exactly 168 hours, no more, no less. Thus it is not the amount of time, but WHAT YOU DO WITH YOUR TIME, that counts most.

The secret of more effective use of time and greater enjoyment of living lies in organizing and planning. Each person will, of course, plan his own 168 hours to harmonize with his unique requirements, inclinations, and interests. But there can be no doubt that wise planning for the use of your time will provide more time for those things you are interested in doing. Each thirty minutes saved through planning is time which can be used to make life richer and better.

Time planning is no magic formula. Its value depends upon study, thought, and effort. The plan suggested here can be a valuable asset to anyone who has the self-discipline to carry it through. To make it work for you, however, you cannot give up and quit after a half-hearted initial effort.

1. BUILD YOUR SCHEUDLE AROUND YOUR FIXED TIME COMMITMENTS. Some activities have fixed time requirements and others are flexible. The most common which you must consider are:
    FIXED: eating, organizations, classes, church, employment
    FLEXIBLE: sleeping, study, recreation, personal grooming

2. PLAN SUFFICIENT STUDY TIME TO DO JUSTICE TO EACH SUBJECT. Most college classes are planned to require about two hours of outside work per week per credit hour. By multiplying your credit load by two you can get a good idea of the time you should provide for studying. Of course, if you are a slow reader, or have other study deficiencies, you may need to plan more time in order to meet the competition from your classmates.

3. STUDY AT A REGULAR TIME AND IN A REGULAR PLACE. Establishing habits of regularity in studying is extremely important. Knowing what you are going to study, and when, saves a lot of time in making decisions, finding necessary study materials, etc. Avoid generalizations in your schedule such as "study." Commit yourself more definitely to "study history" or "study chemistry" at certain hours.

4. STUDY AS SOON AFTER CLASS AS POSSIBLE. Check over lecture notes while they are still fresh in your mind. Start assignments while your memory of the assignment is still accurate. Remember, one hour of study immediately after class is probably better than two hours of study a few days later.

5. UTILIZE ODD HOURS FOR STUDYING. Those scattered one or two hour free periods between classes are easily wasted. Using them for studying will result in free time for recreational activities later on.

6. STUDY NO MORE THAN TWO HOURS ON ANY ONE COURSE AT ONE TIME. After studying for two hours, you begin to tire and your ability to concentrate decreases rapidly. To keep up your efficiency, take a break and then switch to studying another subject.

7. BORROW TIME-DON'T STEAL IT. Whenever an unexpected activity arises that takes up time you had planned to use studying, decide immediately where you can trade for "free" time to make up the missed study time and adjust your schedule for that week (Wehe, 1968, p. 86).

"OH, TO HAVE AN ERASER THAT WOULD WIPE OUT PAINFUL MEMORIES. NOT SO MUCH OF THE TIMES WHEN WE'VE BEEN HURT, BUT THOSE STABBING MEMORIES OF THE TIMES WHEN WE'VE HURT OTHERS" (HOLMES, 1982, P. 58).

TIPS TO HELP DILATORY PERSONS OVERCOME FREQUENT TARDINESS

Fortunately, chronic tardiness can be overcome. It is a matter of determining whether the problem of being late is caused by psychological factors or whether the problem of being late is caused by a lack of time management skills. A change in behavior will not come overnight especially if the dilatory person has been late all of his life. Correcting tardiness must be accomplished gradually -- one step at a time, like learning to play basketball or establishing new eating habits.

If you are chronically tardy, the tips listed below should assist you in overcoming your problem. You should:

1. Be aware that tardiness is undesirable and causing you and those around you problems.

2. Want to do something about your dilatory actions.

3. Keep a daily diary for three days. Example: "At 7:00 a.m., my alarm went off. At 7:30, I finally dragged my body out of bed. From 7:30 to 8:00, I ate breakfast and glanced through the morning paper. From 8:00 to 8:30, I dressed with an ear tuned to the Today Show on television. At 8:30, I ran to catch the bus. Oops! Not such good timing. I missed it and had a twenty-minute wait for the next bus. At 9:20, I raced from the bus stop to my class."

4. Analyze the diary. Are you getting up too late to accomplish what you must before leaving your home or apartment? Are you daydreaming in bed too long after waking up early? Are you trying to accomplish too many tasks in the allotted time between getting up and getting out the door? Do you have an unrealistic picture of how much time tasks take? For example, do you allow yourself only twenty minutes for the twenty-minute bus ride to school or work, while overlooking the walk to the bus stop and the wait for the bus? If you drive your car to school or work, do you overlook the time needed to find a parking space? Are you taking too much time to decide on the day's wardrobe? Do you spend more time than you really have reading the paper, talking, or watching the morning television shows? Could some of your morning tasks, such as doing dishes and making beds, be put off until night? Could some of the morning tasks be delegated to other members of your household?

5. Take a good look at your environment. Does it help or hurt your timing? Are morning tasks done in as efficient an order as possible? Are cupboards and closets organized to help your time budget?

6. Visualize the ideal morning in which you have accomplished everything you would like to accomplish before leaving for school or work.

7. Assign a time allotment to each task of this ideal morning. Remember that time, like money, is valuable.

8. Compare ideal and real schedules. Rework them until they match.

9. Determine if you need a better understanding of priorities in your morning. Then go through that ideal schedule and divide the tasks into "must do this" and "nice to do this" and "not necessary to do this before class or work."

10. Get the help of others to keep to your schedule. Would it be more efficient for a spouse or older children to do some of the morning tasks? At school or work, would it be more helpful if others did not nag when you arrive late but praise you when you arrive on time to reinforce the positive?

11. Reward yourself for being on time. People respond to rewards. Example: "If I arrive at school or class early, I'll be able to discuss class activities with the professor or classmates." Think positive consequences! "These are the goodies for behavior change."

12. Set your clock and watch ahead. Trick yourself into being on time. (This doesn't work for everyone.)

13. Do not aim for perfection. Your goal should be to arrive a little less late each time.

14. Do not abandon your resolve and accomplishments thus far if you revert one morning and arrive late. Time management is a skill that takes constant practice.

15. Be aware, if time management skills don't correct your tardiness, you may need help in sorting out unconscious feelings that could be behind lateness (Burtoff, 1981, p. 32).

"THE WORDS OF A WISE MAN'S MOUTH ARE GRACIOUS;
BUT THE LIPS OF A FOOL WILL SWALLOW UP HIMSELF"
(ECCLESIASTES 10:12, THE HOLY BIBLE).

Tips for the Learner

HOW TO BE A LISTENER

Few skills are more important to learning than the ability to listen. Any capable student can improve his learning effectivness by cultivating a listening ear.

John Drakeford, in his book *The Awesome Power of the Listening Ear*, suggests some ways to practice the art of listening.

First, decide to be an alert listener. Resist the tendency to "tune-out." Listening is always an active mental process, requiring complete attention to the information being given.

Second, determine the accuracy of all information given and examine the motives of the one giving the information. Seek to understand the reasons the communication is taking place at this particular time.

Third, look for the deeper message given by the facial expressions, gestures, and other body movements of the speaker.

Fourth, evaluate the communication in light of its personal relevance and benefit. Seek to set aside personal biases which block or distort the message.

Fifth, keep interruptions to listening at a minimum. Avoid all unnecessary distractions.

Sixth, anticipate the direction of the speech and mentally forge ahead of the speaker. Compare your insights with his.

Seventh, focus attention on the primary theme of the speech and be aware of material that supports the theme.

Eighth, summarize your thoughts periodically and thus establish a firm basis for future understanding.

Ninth, use all illustrations and examples as reference points for remembering the outline of the speech.

Good listeners do not lean back in a chair with half-closed eyes. Nor do they doodle on a pad or glance impatiently at their watch. Good listeners are alert, relaxed, and guarded against interruptions. Their eyes and mind are focused upon the speaker. Good listeners always seek to give the impression, "Tell me more" (Ryan, 1981, p. 2).

SOME THOUGHTS ON CAREER DEVELOPMENT

Career development is a major concern today. Some of the topics being discussed by students, faculty, administration, and the public which reflect this concern are as follows: relating one's choice of major(s) to getting a job; maintaining academic credibility in the face of economic pressures to become controlled by the job market; and questioning by lawmakers and the public about the relationship between a college degree and the job market.

Below are some suggested practical goals that each student might look at:

One aspect of career development is self-awareness.

Students should...

1. Be able to assess their own interests and values that may affect career decisions.
2. Be familiar with resources available to help persons assess their interests.
3. Be able to assess their own specific abilities that may affect pending career decisions.
4. Be able to associate the abilities they are developing with potential choice of career.
5. Be able to identify ways to improve career and occupational capabilities through extracurricular activities and part-time work.
6. Be able to apply the steps of the decision-making process to career decisions.
7. Be able to identify job characteristics which are important to them.

Another aspect of career development is knowledge of the world of work. Students should...

1. Know types of occupations most likely to satisfy their personal interests and values.
2. Know the major duties and required abilities of jobs in the occupational family of their career choice.
3. Understand differences in responsibilities of various jobs within the occupational family of their career choice.

4. Be aware of the general satisfactions people obtain from various kinds of jobs.

5. Understand that technological, economic, and social changes result in decreases in the availability of some kinds of jobs and increases in others.

6. Understand the value of maintaining a number of occupational alternatives.

A third aspect of career development is skills required to actually obtain a job. Students should...

1. Be able to identify the steps in a process of obtaining a job.

2. Know how to find resources to help them in the job-seeking process.

3. Know ways to evaluate and improve their job-seeking skills.

4. Be aware of generally accepted personnel selection practices.

5. Know several sources they can use to find out about job possibilities.

6. Be able to identify a number of job possibilities for which they are educationally qualified and that require the competencies they have developed.

7. Know how to investigate an organization, institution, business and/or community concerning a job.

8. Be able to evaluate job possibilities considering the job characteristics which are most important to them.

9. Know how the job market operates in specific occupations.

10. Be able to identify the qualifications required for the jobs in which they are interested.

11. Be able to prepare a letter of inquiry and resume, in the appropriate form, that reflect their qualifications for the jobs for which they are applying.

12. Be able to obtain and use references appropriate for the jobs for which they are applying.

13. Be able to identify possible questions they may be asked in interviews.

14. Be able to articulate why they are qualified for the jobs for which they are applying (Crockett, 1988, pp. 332-334).

Different industries employ workers who have different occupational skills.

- *Hospitals require registered nurses, nursing aides, and workers in other occupations that provide health care.*
- *Construction requires bricklayers, carpenters, and other building trades workers.*

Consequently, industry employment growth has a significant effect on the growth of occupations.

Changes in the way an industry produces goods or services also affect occupational employment.

- *For example, the increasing use of computers to process records increases the need for computer programmers and computer systems analysts, but reduces the need for recordkeeping clerks.*

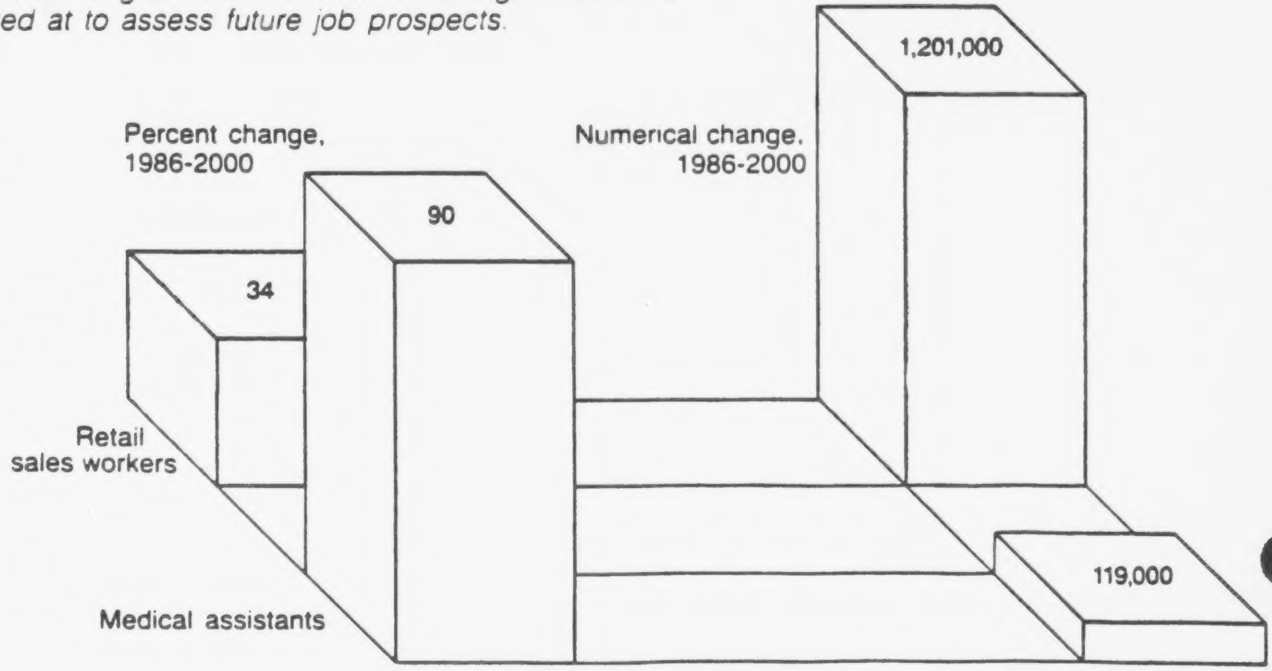
The opportunities provided by occupational employment growth can be viewed in two ways:

- *Rate of growth (percent)*
- *Numerical increase of workers.*

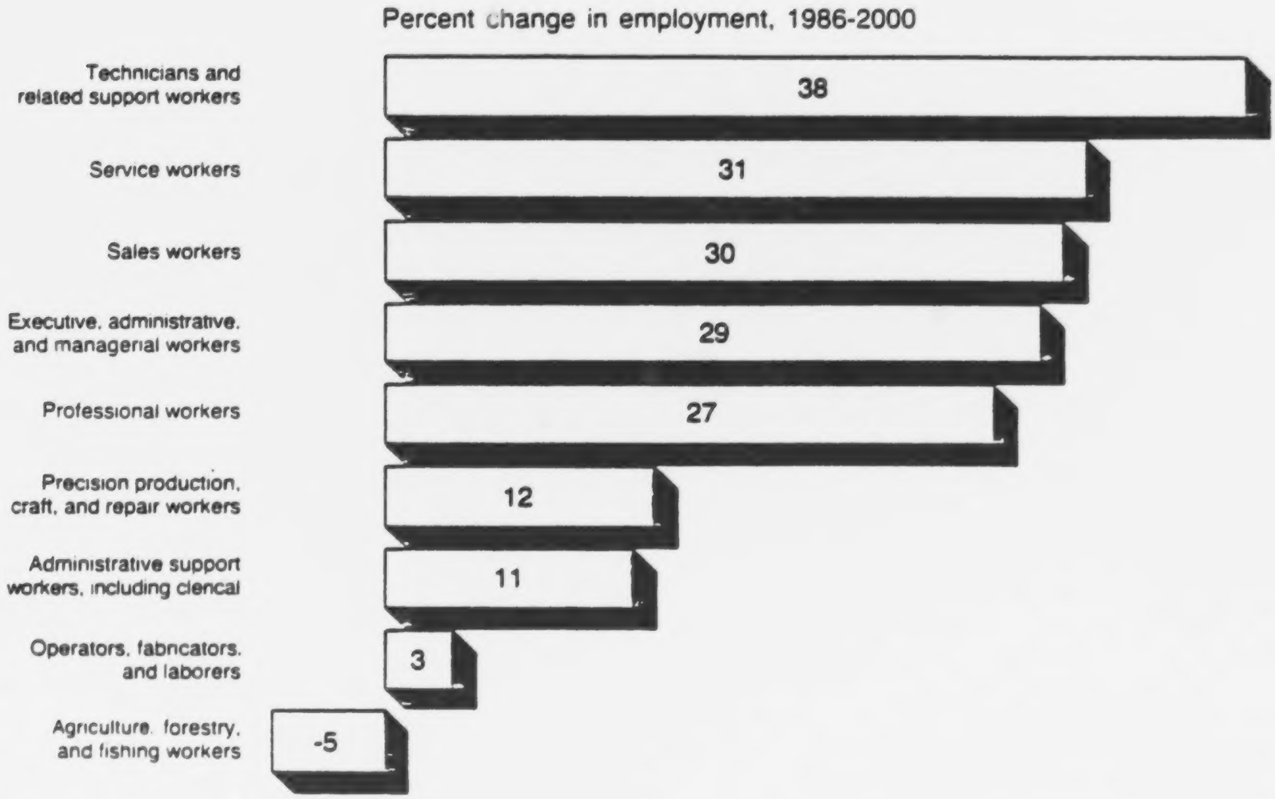
Occupations with fast growth rates generally offer good opportunities.

However, large occupations, such as retail sales worker, may offer many more jobs than a small, fast-growing occupation, such as medical assistant.

Both rate of growth and numerical change should be looked at to assess future job prospects.



Occupations will grow an average of 19 percent. Of the broad occupational groups, technician and service occupations will grow the fastest.



Employment will increase most, in terms of number of workers, in service and sales occupations, but professional and executive occupations will also add millions of jobs.

The following is a list of the major occupational groups and the number of jobs each will add between 1986 and 2000:

Service workers	*5,381,000*
Sales workers	*3,728,000*
Professional workers	*3,655,000*
Executive, administrative, and managerial workers	*3,033,000*
Administrative support workers, including clerical	*2,258,000*
Precision production, craft, and repair workers	*1,669,000*
Technicians and related support workers	*1,403,000*
Operators, fabricators, and laborers	*443,000*

Agriculture, forestry, and fishing workers will decline by 163,000 over the projected period.

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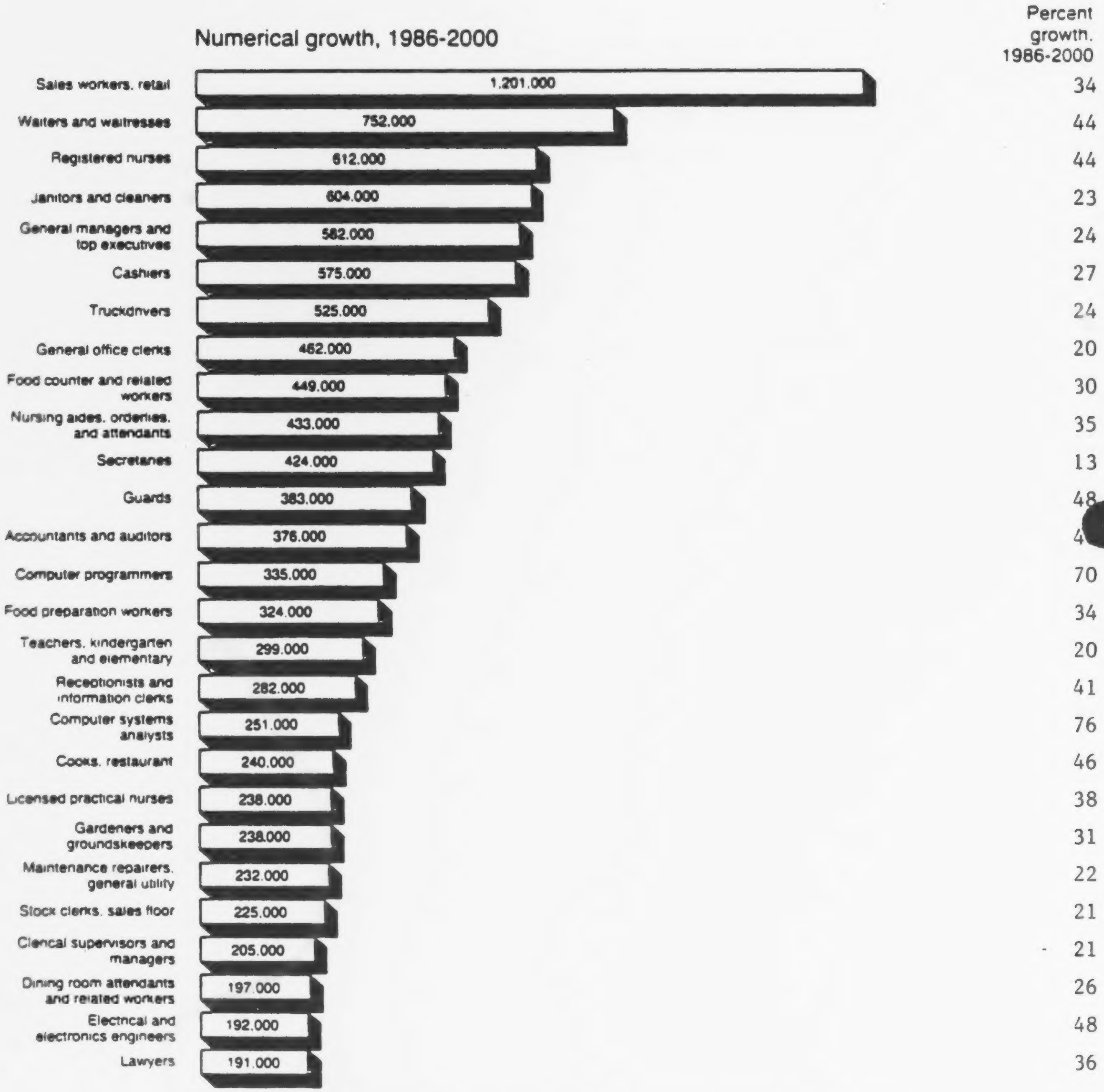
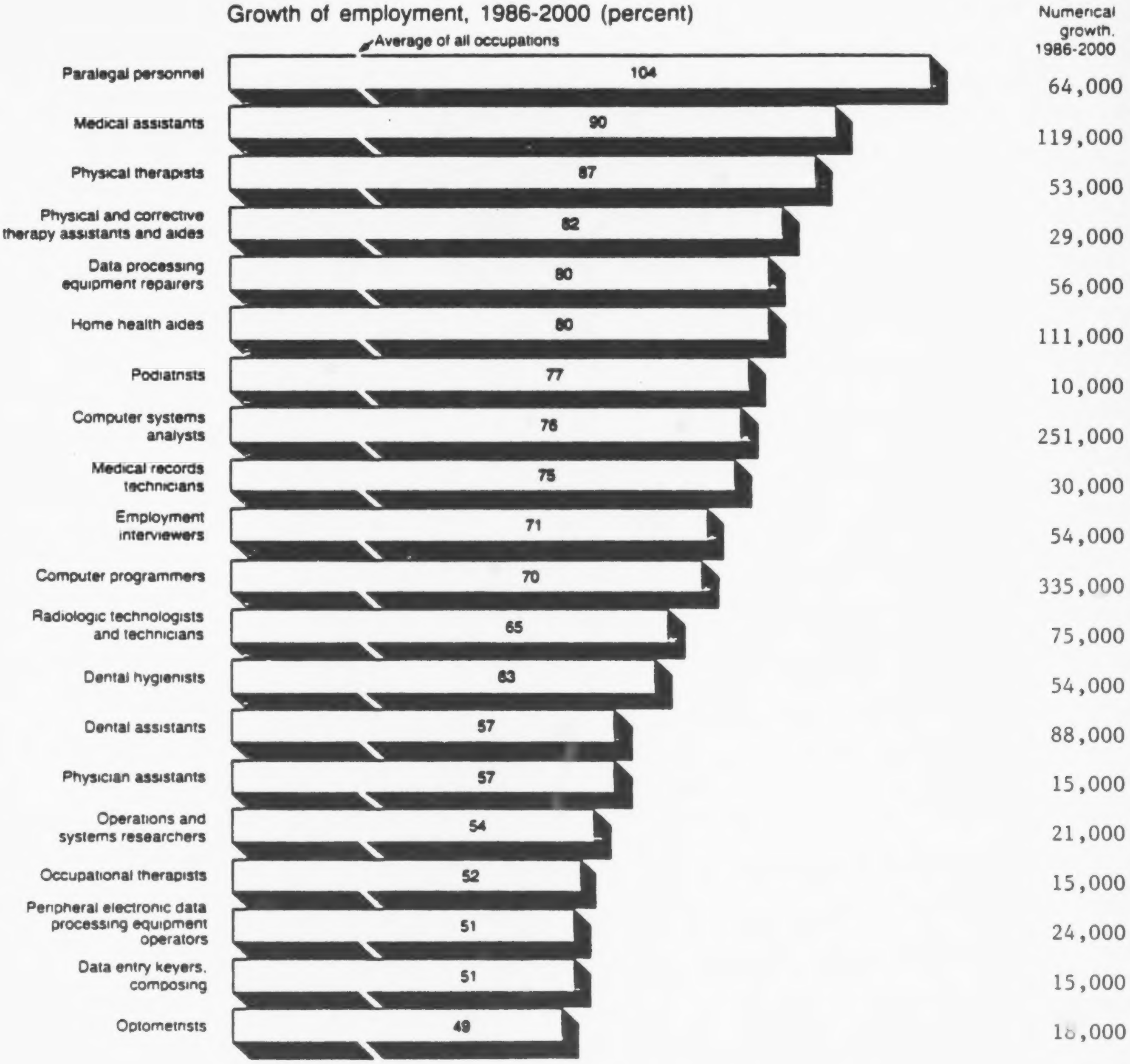
A small number of occupations will account for more than one-half of total job growth.



Most of these occupations are growing faster than the average for all occupations.

Those growing less rapidly are very large, so that the numerical increase is still great.

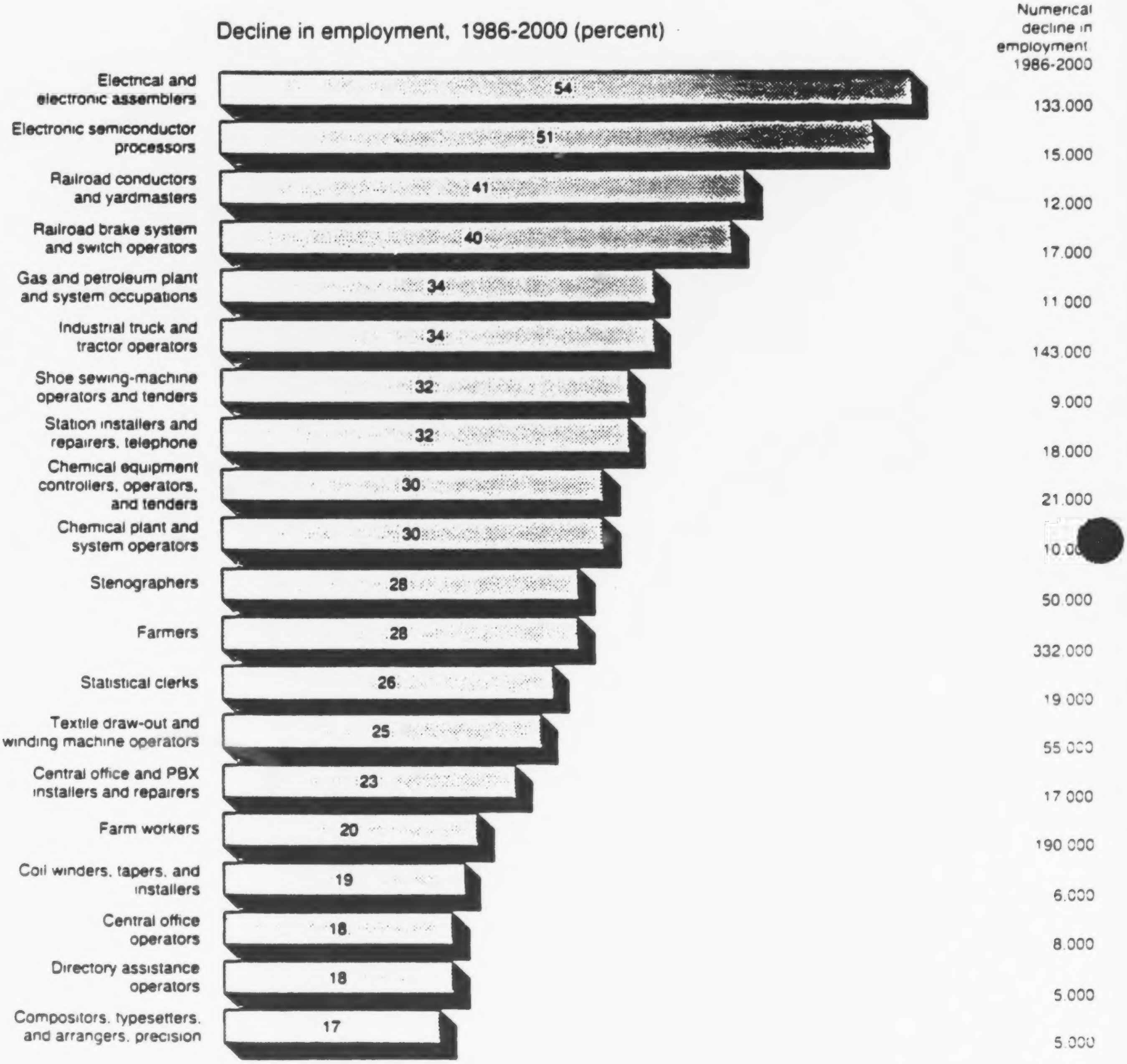
Twelve of the twenty fastest growing occupations provide health services.



The number of paralegal personnel—the fastest growing occupation—is expected to double.

Four of the twenty fastest growing occupations are in the computer field.

Changes in technology and business practices and increased use of imports will cause some occupations to decline.



Most of these occupations have been declining for several years.

THE DO'S OF ACADEMIC ADVISING

1. Appreciate the emotion behind your advisee's words (voice intonation and body language).
2. Constantly try to check your understanding of what you hear (not hear what you want to hear).
3. Do Not interrupt your advisee's sentences. Let him tell his story first.
4. Fight off external distractions.
5. Constantly check to see if your advisee wants to comment or respond to what you have previously said.
6. RELAX - try not to give the impression you want to jump right in and talk.
7. Establish good eye contact.
8. Use affirmative head nods and appropriate facial expressions.
9. Avoid nervous or bored gestures.
10. Intermittantly respond to your advisee with "uh, huh," "yes-s-s," "I see."
11. Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they're saying).
12. Face your advisee squarely. It says that "I'm available to you."
13. Maintain an "open" posture. This is a sign that the helper is open to what the advisee had to say. It is a nondefensive position.
14. Lean towards the other, another indication of availability or involvement.
15. Recognize the advisee's non-verbal behavior. Examples are bodily movements, gestures, facial expressions. Also recognize the para-linguistic behavior. Examples are tone of voice, inflections, spacing of words, emphases and pauses. This will enable you to respond to the advisee's total message and not just words.
16. Recognize verbal behavior of advisee. Be an active listener and listen for feelings and content behind the words, not just the words. Try to recognize if the feeling

of the advisee is anger, happiness, frustration, irritation and see if this conflicts with the words the advisee uses. This will enable you to respond accurately and effectively to the advisee in full perspective.

17. Offer reflections on what the student is feeling, based on the advisor's observations. Example: "I sense you are kind of tense about this."

18. Self-disclosure which can support the student's experience. Example: "I remember how nervous I was the first time I went in to see an advisor."

19. Offer reflections on what the student is saying. Example: "I hear you saying that you aren¦t completely sure this is the right major for you."

20. Indirect leads allow the student to choose the direction of the discussion. Example: "What would you like to talk about today?"

21. Direct leads help the student to further explore a specific area. Example" "Can you tell me more about your thoughts on changing your major?"

22. Focusing helps the student zoom in on a particular issue after many issues have been presented. Example: "We're talking about a lot of things here, which one is most important for you to work on now?"

23. Asking questions using "what" or "how" can help the student give more than "yes", "no", "because", or "I don't know" answers. Example: "What do you like about this major and what don't you like" (Crockett, 1988, pp. 313-314)?

1828: Kenyon College introduced faculty advising. Each student was teamed with one member of the Kenyon faculty (Levine, 1978, p. 503).

THE DON'TS OF ACADEMIC ADVISING

1. TALKING. You can't listen while you are talking.

2. NOT EMPHATHIZING WITH THE OTHER PERSON. Try to put yourself in his place so that you can see what he is trying to get at.

3. NOT ASKING QUESTIONS. When you don't understand, when you need further clarification, when you want him to like you, when you want to show that you are listening. But don't ask questions that will embarrass him or show him up.

4. GIVING UP TOO SOON. Don't interrupt the other person; give him time to say what he has to say.

5. NOT CONCENTRATING ON WHAT HE IS SAYING. Actively focus your attention on his words, ideas, and feelings related to the subject.

6. NOT LOOKING AT THE OTHER PERSON. His face, mouth, eyes, hands, will all help him to communicate with you. They will help you concentrate, too. Make him feel that you are listening.

7. SMILING AND GRUNTING INAPPROPRIATELY. Don't overdo it.

8. SHOWING YOUR EMOTIONS. Try to push your worries, your fears, your problems outside the meeting room. They may prevent you from listening well.

9. NOT CONTROLLING YOUR ANGER. Try not to get angry at what he is saying; your anger may prevent you from understanding his words or meaning.

10. USING DISTRACTIONS. Put down any papers, pencils, etc. you may have in your hands; they may distract your attention.

11. MISSING THE MAIN POINTS. Concentrate on the main ideas and not the illustrative material; examples, stories, statistics, etc. are important but are usually not the main points. Examine them only to see if they prove, support and define the main ideas.

12. REACTING TO THE PERSON. Don't let your reactions to the person influence your interpretation of what he says. His ideas may be good even if you don't like him as a person or the way he looks.

13. NOT SHARING RESPONSIBILITY FOR COMMUNICATION. Only part of the responsibility rests with the speaker; you as the listener have an important part. Try to understand. If you don't, ask for clarification.

14. ARGUING MENTALLY. When you are trying to understand the other person, it is a handicap to argue with him mentally as he is speaking. This sets up a barrier between you and the speaker.

15. NOT USING THE DIFFERENCE IN RATE. You can listen faster than he can talk. Use this rate difference to your advantage by trying to stay on the right track, anticipating what he is going to say, thinking back over what he has said, evaluating his development, etc. Rate difference: speech rate is about 100 to 150 words per minute; think rate is about 250 to 500 words per minute.

16. NOT LISTENING FOR WHAT IS NOT SAID. Sometimes you can learn just as much by determining what the other person leaves out or avoids in his talking as you can by listening to what he says.

17. NOT LISTENING TO HOW SOMETHING IS SAID. We frequently concentrate so hard on what is said that we miss the importance of the emotional reactions and attitudes related to what is said. A person's attitude and emotional reactions may be more important than what he says in so many words.

18. ANTAGONIZING THE SPEAKER. You may cause the other person to conceal his ideas, emotions, and attitudes by antagonizing him in any of a number of ways: arguing, criticizing, taking notes, not taking notes, asking questions, not asking questions, etc. Try to judge and be aware of the effect you are having on the other person. Adapt to him. Ask for feedback on your behavior.

19. NOT LISTENING FOR HIS PERSONALITY. One of the best ways to find out information about a person is to listen to him talk. As he talks, you can begin to find out what he likes and dislikes, what his motivations are, what his value system is, what he thinks about everything and anything that makes him tick.

20. JUMPING TO ASSUMPTIONS. They can get you into trouble in trying to understand the other person. Don't assume that he uses words in the same way you do; that he didn't say what he meant; that he is avoiding looking you in the eyes because he is telling a lie; that he is trying to embarrass you by looking you in the eye; that he is distorting the truth because what he says doesn't agree with what you think; that he is lying because he has interpreted the facts differently from you; that he is unethical because he is trying to win you over to his point of view; that he is angry because he is enthusiastic in presenting his views. Assumptions like these may turn out to be true, but more often they just get in the way of your understanding.

21. CLASSIFY THE SPEAKER. It has some value, but beware. Too frequently we classify a person as one type of person and then try to fit everything he says into what makes sense coming from that type of person. He is a Republican. Therefore, our perceptions of what he says or means are all shaded by whether we like or dislike Republicans. At times it helps us to understand people to know their position, their religious beliefs, their jobs, etc., but people have the trait of being unpredictable and not fitting into their classifications.

22. MAKE HASTY JUDGMENTS. Wait until all the facts are in before making any judgments.

23. DON'T ALLOW RECOGNITION OF YOUR OWN PREJUDICE. Try to be aware of your own feelings toward the speaker, the subject, the occasion, etc. and allow for these prejudgments.

24. DON'T IDENTIFY TYPE OF REASONS. Frequently it is difficult to sort out good and faulty reasoning when you are listening. Nevertheless, it is so important to a job that a listener should lend every effort to learn to spot faulty reasoning when he hears it.

25. DON'T EVALUATE FACTS AND EVIDENCE. As you listen, try to identify not only the significance of the facts and evidence, but also their relatedness to the argument (Crockett, 1988, pp. 315-316).

"DON'T BE AFRAID TO BE FRIENDLY. YOU'LL BE HELPING SOMEBODY ELSE AS WELL AS YOURSELF" (HOLMES, 1982, P. 58).

THIRTY REMINDERS FOR EFFECTIVE ADVISING

1. Care about advisees as people by showing empathy, understanding, and respect.
2. Establish a warm, genuine, and open relationship.
3. Evidence interest, helpful intent, and involvement.
4. Be a good listener.
5. Establish rapport by remembering personal information about advisees.
6. Be available; keep office hours and appointments.
7. Provide accurate information.
8. When in doubt, refer to catalog, advisor's handouts, student handbook, etc.
9. Know how and when to make referrals, and be familiar with referral sources.
10. Do not refer too hastily; on the other hand, do not attempt to handle situtations for which you are not qualified.
11. Have students contact referral sources in your presence.
12. Keep in frequent contact with advisees; take the initiative; do not always wait for students to come to you.
13. Do not make decisions for students; help them make their own decisions.
14. Focus on advisees' strength and potentials rather than limitations.
15. Seek out advisees in informal settings.
16. Monitor advisees' progress toward education goals.
17. Determine reasons for poor academic performance and direct advisees to appropriate support services.
18. Be realistic with advisees.
19. Use all available information sources.
20. Clearly outline advisees' responsibilities.
21. Follow up on commitments made to advisees.

22. Encourage advisees to consider and develop conversations for future reference.

23. Keep an anecdotal record of significant conversations for future reference.

24. Evaluate the effectiveness of your advising.

25. Do not be critical of other faculty or staff to advisees.

26. Be knowledgeable about career opportunities and job outlook for various majors.

27. Encourage advisees to talk by asking open-ended questions.

28. Do not betray confidential information

29. Categorize advisees' questions; are they seeking action, information, or involvement and understanding.

30. Be yourself and allow advisees to be themselves (The American College Testing Program, 1979a, p. 4.138).

ACADEMIC ADVISING DEPENDS HEAVILY ON ACADEMIC RECORDKEEPING (BONAR, 1976B, P. 402).

SECTION THREE

HOUSTON BAPTIST UNIVERSITY

ADVISOR RESPONSIBILITIES - 1988-89

I. Individual Student Advisement

The number of advisees assigned to each advisor varies with the type of commitment arranged for the individual advisor. In most instances, the advisement load includes students of all classifications (freshman, sophomore, junior, senior, and special) and students of all levels of scholastic standing (Academic Warning, Academic Warning Continued, Probation, Probation Continued, Honorable Mention, Honor Roll, and Dean's List). Advisees on academic warning or probation should receive early and careful attention; their academic progress should be monitored with utmost care.

While one goal of the advisor/advisee relationship is to encourage student-initiated contacts, a minimum number of advisor-initiated contacts are expected. "Intrusive Advisement" is an appropriate and successful way to approach the advisor/advisee relationship.

II. Minimum Contacts

Fall Quarter 1988

A. Arrange an initial contact with all advisees early in the quarter. The first contact should occur no later than October 21, the last day a student can drop a course. If at all possible, the initial contact for individual advisees on academic warning or probation should occur before the end of the add period; the last date to add courses is Thursday, September 8. The advisor's responsibilities during the first meeting include getting acquainted, defining roles, and setting expectations.

B. Contact advisees for a general information advisement session during the quarter. Discuss academic progress, educational/career goals, special needs, etc.

C. Have an advisement contact during Early Registration Advising for the Winter Quarter, October 17-21. Determine the course load and schedule of classes; sign the registration process form; etc.

Winter Quarter 1988-89

A. Contact all advisees early in the quarter -- no later than January 27, 1989, the last day a student can drop a course. Contact with probation students should occur before the end of the add period; the last date to add courses is Thursday, December 1, 1988.

B. Contact advisees for a general information advisement session during the quarter. Discuss academic progress, educational/career goals, special needs, etc.

C. Contact advisees during the week of Early Registration Advising for the Spring Quarter. January 16-20, 1989. Determine the schedule for each advisee and sign the registration process form.

Spring Quarter 1989

A. Contact all advisees early in the quarter -- no later than April 21, the last day a student can drop a course. Contact probation students before the end of the add period; the last date to add courses is Thursday, March 9.

B. Contact advisees for a general information advisement session during the quarter. Discuss academic progress, educational/career goals, special needs, etc.

C. Have an advising session during Early Registration Advising for the Summer and Fall Quarters, April 10-14, 1989. Determine each advisee's course load and schedule of classes; sign the registration process form; etc.

III. Each Quarter

A. Review each advisee's grades from the previous quarter. Advisor copies of the grades are usually available the first week of each new quarter. Record or have the grades recorded on the "Smith College of General Studies Academic Record Card" in each student's folder.

B. Review the list of your advisees who are presently enrolled for the current quarter. Compare this list with your copy of the list from the previous quarter. Determine students not presently enrolled and perhaps make contact with those non-returning students. Also, determine those students having academic difficulty for specific advising and monitoring.

C. Review the list of your advisees who are on academic warning or probation and who are currently enrolled. Please advise these students carefully and have frequent contacts with them.

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WHAT SHOULD ADVISORS BE EXPECTED TO DO AT HBU?

_____ Have an advising folder from the Smith College Office for each advisee. The advising folder should contain pertinent information about the advisee's educational history. The folder should be updated regularly by including grade/transcript summaries sent at the end of each quarter and should include interview sheets wth dated records of all actions and discussions of significance. Notes may be made in the folder of failure to appear for appointments, any academic difficulties, choice of vocational preference, decision to change major, or any other appropriate comments. Questions about and assistance with folders may be directed to the Smith College office.

_____ Be available to students on a regular basis. For example, post a schedule of office hours for advising conferences.

_____ Establish friendly relationships and rapport.

_____ Discuss long range and vocational and educational goals and assist in planning course schedules.

_____ Discuss general adjustment to college.

_____ Help resolve academic difficulties.

_____ Know about and keep resource materials (such as the Undergraduate Catalog) on hand to answer questions about academic policies. Other useful resources are this Handbook, the academic calendar, and class schedule books.

_____ Know about resource persons to whom to refer students or contact directly for information and advice--dean's office, Registrar's Office, etc.

_____ Be informed about the Counseling Center in the event referral is indicated. Dr. Flake can assist you with questions and referrals.

_____ Know resources and opportunities available to facilitate in-class and extracurricular learning. Examples include facilities in the Student Affairs Office, Concert and Lecture Series, etc.

_____ Send occasional invitations via campus mail to advisees living in student housing encouraging them to come in for a brief conversation to see how they are doing.

_____ Help in the decision-making process in regard to course choice, vocational indecision, or personal problems (Fogarty, 1981, p. 5).

ENGLISH PLACEMENT GUIDELINES

Advisors are asked to enroll freshmen in the appropriate English courses (i.e., English 1303; English 1313; English 1214, 1224, 1234; or English 1404) on the basis of the following guidelines:

1. Place in English 1303 entering freshmen scoring below 40 on the TSWE and below 18 on the English section of the ACT.

2. Place in English 1313 students scoring 40 or above on the TSWE or 18 or above on the ACT.

3. Place entering freshmen with no available scores in English 1303.*

* All freshman English teachers will assign an in-class essay on the first day their classes meet. On the basis of these essays, students may be reassigned from 1303 to 1313 or from 1313 to 1303. The majority of the 10% of the entering freshmen who have taken neither test are GED students, students who have been out of school for many years. Most of the students falling into these three categories will not be proficient in basic writing skills and will remain in English 1303.

4. Entering foreign students whose TOEFL scores are below 600 must take English 1404 and Speech 1304.

5. Non-native English speakers who received a grade of P in English 1404 should enroll in 1214, 1224, or 1234. A grade of P means that the student should take at least one additional writing laboratory.

6. After successful completion of English 1404 or of English 1214, 1224, 1234, the student should take 1303 unless otherwise advised by a committee of the Languages Department.

7. Advisors should urge every student to take the English Proficiency Exam as soon as the student becomes eligible.

   Eligibility Requirements

   All students, with the exception of Nursing majors, are eligible to take the English Proficiency Exam when they have passed the 12 hours of the Smith College English requirements.

   Nursing majors are eligible when they have passed 9 hours of the Smith College English requirement.

   ADN students are eligible when they have completed English 1313 and English 1323.

GUIDELINES FOR STUDENTS TAKING THE ENGLISH PROFICIENCY EXAMINATION

I. The English Proficiency Examination will be administered once each quarter in Mabee Teaching Theater at 3:30 p.m. on the first Wednesday of the first week of classes. The two summer terms are considered as one quarter.

II. With the exception of nursing students, all students taking the examination must have successfully completed ENGL 1313, ENGL 1323, ENGL 2313, AND ENGL 2323. Before taking the examination, nursing students in the B.S.N. program must have completed ENGL 1313, ENGL 1323 and either ENGL 2313 or ENGL 2323; students in the A.D.N. program must have completed ENGL 1313 and ENGL 1323.

III. The student must submit a verification form to the English Department (T-214) no later than 12:00 p.m. on the last Friday of classes (i.e., the Friday before final examinations of the preceding semester).

IV. Students must bring an HBU identification card or a Texas driver's license and writing material to the examination. The students may also bring dictionaries.

V. Any student failing the examination twice must, before taking the examination a third time, officially audit and successfully complete the requirements for one of the following courses: ENGL 1214, ENGL 1224, ENGL 1234, ENGL 1303, OR ENGL 1313. The decision concerning the appropriate course should be made in consultation with the student's assigned examination advisor.

VI. Every student is encouraged to attend the lecture "Techniques for Achieving Success on the English Proficiency Examination" offered by the Department. Students wanting additional help in preparing for the English Proficiency Examination should see Dr. Lawrence in the Writing Lab.

VII. The results of the examination will be posted in the Department of Languages, with copies sent to Drs. Nash, Huckabay, Byrnes, Looser, and Peavy.

VIII. In order to receive a passing grade on the English Proficiency Examination, a student must be able to write an essay within two hours which conforms to the following standards:

A. Content and organization
    1. A well organized and adequately developed essay will contain at least five paragraphs, including an introduction, at least three developmental paragraphs, and a conclusion.

2. In the first paragraph, the essay will contain a clearly stated thesis that responds to the assigned topic.
3. Each developing paragraph will contain a topic sentence that supports the thesis.
4. Each developing paragraph will effectively support and develop the controlling idea of the paragraph.

B. Grammar and mechanics
1. The essay will be largely free of such technical errors as
    a. the incorrect use of the apostrophe or of the possessive
    b. the omission of necessary commas or the insertion of unnecessary commas
    c. the consistent misspelling of common words
    d. the use of the second person
    e. inadequate pronoun reference
    f. the consistent use of non-standard word form or order
    g. the repeated use of any constructions that would lead to misreading

Papers containing more than three (3) such errors will not receive a passing grade.

2. The essay will be largely free of such major errors as
    a. the fragment
    b. the comma splice
    c. the fused (run-on) sentence
    d. subject-verb disagreement
    e. pronoun-antecedent disagreement

An essay containing any two (2) of these errors will automatically fail.

"FOR TO ONE IS GIVEN THROUGH THE SPIRIT THE WORD OF WISDOM, AND TO ANOTHER THE WORD OF KNOWLEDGE, ACCORDING TO THE SAME SPIRIT"
(1 CORINTHIANS 12:8, THE HOLY BIBLE).

GROUNDRULES FOR FRESHMAN MATHEMATICS ADVISING

BA Candidates

1. Students with SAT math scores below 400 or ACT standard scores below 18 must take Math 1304 before enrolling in Math 1313.
2. Students with SAT math scores above 400 or ACT standard scores below 18 should take Math 1313.

BS Candidates

1. Students with SAT math scores below 400 or ACT standard scores below 18 must take Math 1304 before enrolling in science courses.
2. Students with SAT math scores above 400 or ACT standard scores above 18 should enroll in an appropriate science course.

Advanced Credit

1. Students scoring 550 or above on the National College Board Achievement (Level I) Math Test will be given credit for Math 1313.
2. Students scoring 550 or above on the National College Board Achievement (Level II) Math Test will be given credit for Math 1323.

Priorities

1. It is *critically important* that students needing Math 1304 take it in the quarter *immediately preceding* the quarter they start Algebra, or any science course.
2. BA candidates needing Math 1304 should be advised to take it in the Winter Quarter, if possible.
3. BS candidates needing Math 1304 should take it in the Fall Quarter to be able to begin science courses in the Winter Quarter.

HOUSTON BAPTIST UNIVERSITY
7502 FONDREN ROAD • HOUSTON, TEXAS 77074-3298 • PHONE 774-7661

Department of
Christianity and Philosophy

TO: All Faculty Advisors

FROM: A.O. Collins, Department of Christianity and Philosophy

DATE: April 10, 1985

The Department of Christianity and Philosophy asks that you keep in mind the following matters as you advise your students:

1. Students should take Christianity courses in sequence:

Old Testament	CHRI 1313
New Testament	CHRI 1323
Christian Doctrine	CHRI 2333

   If this is a problem, contact Dr. Collins.

2. Remember that the Bulletin of Information states that BOTH Old Testament and New Testament are PREREQUISITES for taking Christian Doctrine.

3. Because Philosophy is such a meaningful preparatory course for any major in the liberal arts, please advise students to take at least one course in Philosophy. Courses in Philosophy now are required for a major in Christianity.

4. All Christianity majors and/or church vocations students should seek an advisor from the Christianity Department in order to be properly guided in academic pre-seminary courses. Dr. Robert Newell and the Center for Exploring Ministry Careers should be aware of and should be able to give vocational guidance to all church vocations students from the time they enter our university.

5. A pre-seminary track in the Christianity major is now provided, designed specifically to prepare the student planning to pursue graduate studies. Proficiency in these courses makes it possible for select students to receive credit through testing for certain first-year seminary courses.

SUGGESTIONS FOR ADVISING STUDENTS INTERESTED IN BECOMING TEACHERS

1. These suggestions apply to undergraduate students only. All special post-baccalaureate and graduate students seeking certification are advised by Dr. Shields (Office A10).

2. All degree plans for education students have the 12 semester hours Social Studies block completely filled with required courses, as shown below:

HIST 2313, 2323	U.S. HISTORY
POLS 2313	AMERICAN/TEXAS GOVERNMENT
CISM 1321	COMPUTER INFORMATION SYSTEMS

   Students may be placed in these courses as freshmen as no prerequisite is required. Permitting them to take courses other than those listed above to satisfy the Smith College requirements may ultimately force them to earn more than 130 hours to graduate.

3. Education 3313 or Psychology 3313, Human Growth and Development, is not to be taken by students in Education with less than 63 semester hours. Nursing and Psychology students are to register for CDEV/PSYC 3313, Human Growth and Development.

4. At the time of the filing of the degree plan, a student is to be advised of the membership recommendation in the Student Education Association (or another approved professional experience) for two years, to pass the English Proficiency Examination (and Spanish for bilingual education majors) prior to student teaching, and to plan for student teaching.

5. Students are requested to apply for student teaching and confer with a member of the Education Faculty in the academic year preceding their student teaching.

6. Only certain approved majors may be chosen by the students for certification. The current catalog should be consulted to determine which fields may be selected.

7. Any member of the Education Department faculty will be happy to assist a student in choosing teaching fields and sequencing courses.

8. There are three basic teaching certificates available at HBU. They are:

   a. Elementary (Grades 1-6)
   b. Secondary (Grades 6-12)
   c. All level (Grades 1-12)

9. Teaching certificates available in the graduate program include:

    a. Mid-Management Administrator (Principal)
    b. School Counselor
    c. Reading Specialist
    d. General Studies
    e. ESL/Bilingual
    f. Educational Diagnostician
    g. Generic Special Education

10. Anyone entering teacher education must take and pass the Pre-Professional Skills test (PPST) prior to completion of more than 6 semester hours of education courses. (Inquire in Education Office - Office A-8.) EXCET testing will be required prior to the student being recommended for certification. Details are available from Education Faculty as they are approved by Texas Education Agency.

"THE REWARDS OF ADVISING ARE PERSONAL. THE NICEST PART IS SEEING THE STUDENT DEVELOP OVER THE YEARS - BECOME INDEPENDENT. IN THE BEGINNING YOU'RE TELLING THE STUDENTS. BY THE FOURTH YEAR, IF YOU'VE DONE A GOOD JOB OF ADVISING, THE STUDENT IS TELLING YOU" (COLLEGE OF SCIENCES AND HUMANITIES, UNDATED, P. 1).

GUIDELINES FOR ADVISING MUSIC STUDENTS

1. If a student is academically strong (and has received credit for courses through CLEP or other advanced placement), he should be advised to take two SCR (Smith College Requirement) courses per quarter, other than PHED, from the beginning.

2. Students who have more difficulty academically and who would likely do poorly carrying two SCR courses with a full music load should be advised to take one SCR course (or one in addition to a PHED course) and to limit their load to 12 hours per quarter. At the same time, they should be advised that such a track will undoubtedly require one or two summer sessions or five years to complete.

3. Students who are working in a church or other job more than 10 hours per week should be advised from the beginning to expect to take a minimum of five years to graduate, to take only one SCR course per quarter, and to limit their load to 11 hours per quarter.

4. In the event that a student should be advised to take no SCR course, the advisor should send a memo to Dr. Ford explaining the circumstances for such action. Without such a memo, the registration will be questioned.

The above should result in a policy which enables a student to excel academically as he formulates a degree plan within a more flexible framework. Such flexibility should allow one to determine a time-frame which would best accommodate work load, academic acumen, financial solvency, and personal situation, thus enhancing one's chances of doing very well in all areas of collegiate endeavor.

NOTE: Private music lessons must be scheduled through the Music School.

"ADVISING IS THE BEST WAY
TO BECOME EDUCATED
ABOUT THE UNIVERSITY"
(COLLEGE OF SCIENCES AND
HUMANITIES, UNDATED, P. 1).

HBU'S CHORAL ENSEMBLES

One Credit ensembles open to all who qualify - - - -

NOT RESTRICTED to Music Majors.

Please send student to Dr. Wehr (A29, ext. 2253) or Dr. Reid (A32, ext. 2255) for further information.

UNIVERSITY CHORUS (1:40-2:55 TTh) Mabee Theater

MUVE 0101 -- 40 to 60 mixed voices. Rehearsal and performance of several larger works for chorus and orchestra. Open to all students and faculty families. Voice check required for section placement. Scheduled each quarter.

UNIVERSITY SINGERS (12:15-1:30 MWF) Room A-244

MUVE 0141 -- 30 to 40 voices. Rehearsal and performance of the finest music written for the select choral ensemble, both on and off campus. Musicians from this choir are chosen to participate in highly select vocal ensembles such as Joyful Sound. By audition only. Scheduled each quarter.

"THERE IS NO THRILL QUITE LIKE DOING SOMETHING YOU DIDN'T KNOW YOU COULD" (HOLMES, 1982, P. 58).

HBU INSTRUMENTAL ENSEMBLES

OPEN to all instrumentalists - both music major AND non-music major

ONE HOUR CREDIT for each ensemble.

Please send interested students to Robert Zwick (Band Room) or Robert Linder (Music Office).

SYMPHONIC BAND - MWF (12:00-13:10)

MUIE 0101.01 A large symphonic grouping of all band instruments for the purpose of performing the band literature in concert. Concerts are performed on campus and off, with a minimum of extracurricular responsibilities.

JAZZ BAND - TTh (11:15-13:00)

MUIE 0181.01 A jazz-oriented ensemble open to all students. Musical styles include jazz, rock, swing, Latin, and ballads. Concerts are performed on campus and off, ALONG WITH APPEARANCES AT JAZZ FESTIVALS, WITH A MINIMUM OF EXTRACURRICULAR RESPONSIBILITIES.

UNIVERSITY ORCHESTRA - T (19:00-22:00)

MUIE 0121.01 A symphony orchestra with a complete orchestral instrumentation performing a varied repertoire, including operatic and choral works. Membership by audition only.

HUSKY BRASS - (Winter Quarter Only)

MUIE 0101.01 Small pep band which performs for all HBU home basketball games. All members must be enrolled in the Symphonic Band also. The Husky Brass travels with the team several times each year.

MANY EXCELLENT HIGH SCHOOL BAND STUDENTS ARE ATTENDING HBU MAJORING IN ONE OF OUR FINE DEGREE PROGRAMS OTHER THAN MUSIC. PLEASE HELP US TO KEEP BAND IN THEIR LIVES.

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College of Fine Arts
Office of the Dean

MEMORANDUM

TO : Jerry Ford, Dean of Smith College

FROM : Robert Linder

SUBJECT: Advising BA/BS candidates (Music second major)

All freshman and transfer students who list "Music" as their second major should be sent to the Music Office for advising before completing their registration. The academic advisor may help the student select up to 7 hours of non-music courses, but approximately 6 hours should be reserved for Music courses each quarter.

Placement tests and auditions are also necessary for all new music students.

RL/mlk

"NOBODY GETS MORE OUT OF A SURPRISE PARTY THAN THE PEOPLE WHO PLAN IT" (HOLMES, 1982, P. 58).

NOTES TO ADVISORS OF INTERNATIONAL STUDENTS

1. TOEFL (Test of English as a Foreign Language)

   The TOEFL is the admitting examination for international students. Houston Baptist University requires a TOEFL score of 550, which is in keeping with the guidelines for admitting international students.

   Students with TOEFL scores of over 600 are admitted to full academic programs. Those with scores between 550 and 599 are admitted to partial academic programs, semi-intensive English, and Speech for International Students.

2. Academic Load for International Students

   International students on student visas must be enrolled as full-time students, that is, for a minimum of 8 semester hours. For the first quarter, English 1404 (English for Speakers of Other Languages), and Speech 1304 (Voice and Diction for International Students) are required, unless students place out of them through those departments. In addition, students may opt to take Physical Education (one hour) and/or an academic course (three hours). A non-verbally oriented course, such as mathematics is recommended for the first quarter.

3. English Requirements for International Students

   International students with TOEFL scores of 550 to 599 enroll in English 1404 (English for Speakers of Other Languages), a semi-intensive English course that meets five days a week (class and writing laboratory). At the end of English 1404, a committee of English teachers determines if the student needs further writing practice before entering the Freshman English sequence (1303 or 1313). If further writing practice is indicated, the student receives a grade of P in English 1404, and then enrolls in an ESOL Writing laboratory. One writing laboratory is offered each quarter (English 1214, 1224, 1234) so that international students have sufficient time to acquire a good foundation in English before beginning the regular Freshman English courses.

"FEW OF US DO AS MUCH AS WE WANT TO FOR OTHERS, BUT THERE IS ONE GIFT WE CAN ALWAYS BESTOW -- A SMILE" (HOLMES, 1982, P. 58).

To : Dr. Ford, Dr. Byrnes, Faculty Advisors

From : Dr. Peavy

Subject: Placement in English for Speakers of Other Languages

Date : May 3, 1988

______________________________ has received a grade of P in English __________ and should enroll in English __________ in the ____________________ quarter in order to continue work in English proficiency. The grade P indicates that the student has progressed in his English writing skills but has not reached a level of proficiency necessary for a regular English class. Readiness to proceed to a regular English class is designated by the letter grades A through D. If pre-registered for an English class other than __________, the student must drop that class and add English __________. The drop-add will be done administratively by the Records Office at no charge to the student.

____
Faculty signature of ESOL teacher

_________________________________ _________________________
Student signature Social security number

_________________________________ _________________________
Name of faculty advisor Date

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Rules for F-1 Students

1. The International Student Advisor must be notified at least two (2) weeks in advance any time the F-1 student wants to leave the United States.
2. The F-1 student must enroll in a minimum of eight (8) semester hours per quarter. If the F-1 student drops a class, he/she must not drop below eight (8) semester hours.
3. The F-1 student must not be employed.
4. The F-1 student must report any change of address or phone number to the International Student Advisor immediately.
5. Any change in the status (transfers, etc.) of an F-1 student must be reported to the International Student Advisor immediately.
6. The F-1 student must keep his/her passport valid for at least six (6) months at all times.

I certify that I have read these rules and understand them. A copy of these signed rules has been given to me.

Student signature

Student name printed

Date

INFORMATION ON FOREIGN LANGUAGES

The six-semester hour requirement in foreign language for the B.A. degree may be satisfied through the elementary courses, or more advanced courses, in any of the foreign languages. Students who wish to continue studying a foreign language begun in high school should be advised to enroll in that language early in the course of their university studies so that they have the advantage of building on that foundation.

French 1314, 1324 and Spanish 1314, 1324 are not open to students with more than two years of that language in high school or proficiency above Novice. French 2314, 2324 and Spanish 2314, 2324 are not open to students with proficiency above Novice.

Students with strong backgrounds in foreign language may take the MLA Cooperative Foreign Language Examination in order to earn six or twelve hours credit in French, German, or Spanish. Usually, students who have a background of three years of high school study in the language with grades of A or B can earn six hours credit. Those with four or five years pre-university level study with grades of A or B may be able to earn twelve hours of credit. Native speakers of a language can usually earn twelve hours credit. The examinations are given during the first week of each quarter. Students who are interested in taking the examinations should sign up in the Department of Languages.

Students interested in majoring in French or Spanish need to begin the study of the language early in their course of studies in order to allow time for the development of language skills needed for upper level courses. Upper level courses are taught in the foreign language. Students who earn twelve hours credit through examination can complete the major with a relatively low number of additional hours. Students with the foreign language major as a second major are sought for in many career fields today, such as social work, teaching, and business.

The Language Center, Room A-250, is available to students, as well as foreign language faculty, for computer-assisted instruction; listening to tapes; small group practice in speaking, culture, and civilization projects; and foreign language club activities. Those interested in further information about the Center should see the Director, Dr. Nimmons.

NOTE: Students should be counseled to take the required language courses early in their studies. Sometimes students decide in their junior year that they would like to major in language. It is too late at that time to acquire the oral proficiency necessary for majoring in foreign languages.

ADVISING THE STUDENT-ATHLETE

Several factors must be considered when advising the student-athlete. Those factors include the following:

A. Minimum Academic Requirements

1. To be eligible to compete, academic requirements must be met. A student-athlete remains or becomes eligible by earning a minimum of 24 semester hours of credit acceptable toward graduation earned during each 12 month period of athletic participation.

2. A student-athlete who registers for 8 or more semester hours at the beginning of a quarter and subsequently drops enough semester hours to become part time (less than 8 semester hours) immediately loses eligibility. NOTE: Any athlete wishing to drop a class or classes MUST have signed approval from the Athletic Director.

3. Student-athletes who are graduating seniors are not required to be enrolled full time during their final quarter of enrollment if their graduation requirements call for fewer than 8 semester hours their final quarter.

B. Scholastic Standards

1. To be eligible to compete, the student-athlete must attain the following cumulative scholastic levels:

23 - 44 semester hours.	1.75
45 - 66 semester hours.	1.90
67 semester hours and above	2.00

2. Each student-athlete failing to earn the standing designated above will be placed on academic probation, will be removed from the eligibility lists, will not be allowed to represent Houston Baptist University, and will jeopardize athletically-related financial aid.

3. Freshman student-athletes are allowed by the NCAA and HBU to compete during their freshman year regardless of their academic record.

C. Scheduling and Attending Classes

1. The student-athlete should schedule classes around regularly scheduled practice times, which usually begin around 2:00 p.m. each weekday.

2. Since scheduled athletic events, especially those away from the campus of HBU, will occasionally cause the student-athlete to miss class, the athlete should be strongly encouraged to attend class regularly at all other times. The student-athlete should also be reminded to notify his instructors when he will be forced to miss class and to arrange to complete all missed work.

NOTE: Questions regarding athletes should be addressed to the Athletic Department.

President Calvin Coolidge wrote:

Men do not make laws. They do but discover them. Laws must be justified by something more than the will of the majority. They must rest on the eternal foundation of righteousness (Sonte, 1983, p. 80).

ADVISING STUDENTS RECEIVING FEDERAL AID

A. Types of FEDERAL AID

H.B.U. students may apply for the following types of FEDERAL AID:

1. College Work Study
2. Guaranteed Student Loan (GSL)
3. Perkins Loan (was NDSL)
4. Pell Grant (BEOG)
5. Supplemental Educational Opportunity Grant

B. Satisfactory Progress for FEDERAL AID

According to federal regulations, a student must be making satisfactory academic progress in order to continue receiving federal funds.

The financial aid office at HBU defines satisfactory progress on a qualitative scale according to a student's classification and cumulative grade point average.

CLASSIFICATION	TOTAL SEMESTER HOURS*	MINIMUM G.P.A.
Freshman	1-31	1.7**
Sophomore	32-63	1.8
Junior	64-95	1.9
Senior	96+	2.0

*Note: includes transfer hours accepted by the Records Office

**Note: first time freshmen have three quarters before this minimum applies. (not applicable to transfer students)

***Note: Students beginning in 1987-88 must have a minimum GPA of 2.0 by the end of 63 hours.

In addition to maintaining an acceptable G.P.A., students receiving federal funds at HBU must demonstrate a reasonable quantitative progression towards a degree objective. Undergraduate students will be eligible for aid for no more than 174 semester hours attempted, with an "attempted hours" to "completed hours" ratio of at least 75%.

Should the student not achieve the minimum requirements after a probationary quarter, all federal aid will be terminated. The student may reapply for federal funds after the quarter in which the minimum standards have been met by submitting a written request to the Financial Aid Office.

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C. Educational Purpose/Registration Compliance for FEDERAL AID

HBU students receiving FEDERAL AID and State must complete the appropriate statements listed below:

1. I certify that I will use any money I receive under the Title IV student financial aid programs only for expenses related to attendance at Houston Baptist University, and

2. _____I certify that I am not required to be registered with Selective Service, because: (Check one reason)

   _____I am a female.

   _____I am in the armed services on active duty. (Note: Members of the Reserves and National Guard are not considered on active duty).

   _____I have not reached my 18th birthday.

   _____I was born before 1961.

   _____I am a permanent resident of the Trust Territory of the Pacific Islands or the Northern Marianna Islands.

3. _____I certify that I am registered with Selective Services. Notice: You may be required to give proof that you are registered with Selective Service.

4. Signature ____________________________ Date ______________

NOTE: Questions regarding students receiving FINANCIAL AID should be addressed to the Financial Aid Office.

"SHUT DOORS BEHIND YOU. LOCK THEM AND THROW AWAY THE KEY. THE ONLY DOORS THAT MATTER ARE THOSE WE OPEN TODAY" (HOLMES, 1982, P. 58)!

INTERDISCIPLINARY COURSES (INDC) for 1988-89

Listed below are the topics for the Interdisciplinary Courses (INDC) for 1988-89. A student may select any two of the eight classes offered to fulfill the six semester hour requirements. Students seeking Texas teacher certification are limited to INDC 3301, 3302, 3303, or 3304.

SUMMER I	INDC 3301-11	Culture and Human Experience	June 1-June 21, 1988
	TOPIC:	"European Studies Tour"	
	Team:	Dr. Daton Dodson, College of Humanities	
	INDC 3301-01	Culture and Human Experience	9:45-11:15 M-Th
	TOPIC:	TBA	
	Team:	Mr. James Busby, Chairman Dr. John Hooker, College of Science/Health Professions	
FALL	INDC 3302-01	Culture and Human Experience	8:00-9:45 TT
	TOPIC:	"Beginnings of Western Culture"	
	Team:	Dr. Daton Dodson, Chairman Mr. James Busby, College of Fine Arts Dr. John Hooker, College of Science/Health Professions Dr. Keith Putt, College of Humanities Dr. Jon Suter, Library Services	
	INDC 3312-01	Great Issues of the 20th Century	11:15-13:00 TT
	TOPIC:	"Biomedical Ethics"	
	Team:	Dr. Gerda Smith, Chairman Dr. Gloria Biles, College of Humanities Dr. William Dacres, College of Science/Health Professions Mr. Curtis Freeman, College of Humanities	
	INDC 3312-02	Great Issues of the 20th Century	18:00-19:45 MW
	TOPIC:	Civil Rights and Civil Liberties	
	Team:	Dr. Gerda Smith, Chairman Dr. Michael Bordelon, College of Humanities	

WINTER

INDC 3303-01 Culture and Human Experience 8:00-9:45 TT

TOPIC: "Renaissance through 18th Century"

Team:
Dr. Daton Dodson, Chairman
Mr. James Busby, College of Fine Arts
Dr. John Hooker, College of Science/Health Professions
Dr. Keith Putt, College of Humanities
Dr. Robert Reid, College of Fine Arts
Dr. Jon Suter, Library Services

INDC 3313-01 Great Issues of the 20th Century 11:15-13:00 TT

TOPIC: "Our Cultural World"

Team:
Dr. Gerda Smith, Chairman
Dr. Michael Bordelon, College of Humanities
Dr. Edith Pross, College of Humanities
Dr. Marion Webb, College of Humanities

SPRING

INDC 3304-01 Culture and Human Experience 8:00-9:45 TT

TOPIC: "19th and 20th Century"

Team:
Dr. Daton Dodson, Chairman
Mr. James Busby, College of Fine Arts
Dr. John Hooker, College of Science/Health Professions
Dr. Keith Putt, College of Humanities
Dr. Robert Reid, College of Fine Arts
Dr. Jon Suter, Library Services

INDC 3304-02 Culture and Human Experience 18:00-19:45 TT

TOPIC: TBA

Team:
Dr. Daton Dodson, Chairman
Dr. John Hooker, College of Science/Health Professions

INDC 3314-01 Great Issues of the 20th Century 11:15-13:00 TT

TOPIC: "Ethics"

Team:
Dr. Gerda Smith, Chairman
Mr. Burton Burrus, College of Business/Economics
Mr. Curtis Freeman, College of Humanities
Dr. Treacy Woods, College of Science/Health Professions

HOUSTON BAPTIST UNIVERSITY
EVENING PROGRAM
ONE-YEAR SCHEDULE FOR SMITH COLLEGE

FALL 1988	BIOL 2423-01	MW	18:00-19:55
	BIOL 2423-L1	MW	20:05-22:00
	CHRI 1313-07	TT	18:00-19:55
	CISM 1321-04	MW	20:05-22:00
	ENGL 1303-04	TT	18:00-19:55
	HIST 2313-04	TT	20:05-22:00
	INDC 3312-02	MW	18:00-19:55
	MATH 1313-03	TT	20:05-22:00
	SPAN 1314-04	MW	20:05-22:00
	SPCH 1313-05	TT	20:05-22:00
WINTER 1988-89	CHEM 1404-01	MW	18:00-19:55
	CHEM 1404-L1	MW	20:05-22:00
	CHRI 1323-06	TT	20:05-22:00
	CISM 1321-04	TT	18:00-19:55
	CISM 1321-05	MW	18:00-19:55
	ENGL 1313-05	TT	18:00-19:55
	HIST 2323-03	TT	18:00-19:55
	SPAN 1324-04	MW	20:05-22:00
SPRING 1989	CHRI 2333-04	TT	18:00-19:55
	CISM 1321-03	MW	18:00-19:55
	CISM 1321-04	TT	18:00-19:55
	ECON 1301-01	TT	18:00-19:55
	ENGL 1323-05	TT	18:00-19:55
	INDC 3304-02	TT	18:00-19:55
	POLS 2313-03	TT	18:00-19:55
SUMMER 1989	CISM 1321-03	MW	18:00-19:55
	ENGL 2313-11	MTWT	18:00-19:55
	ENGL 2323-12	MTWT	18:00-19:55

Notes:
1. English is offered in 4 consecutive terms.
2. Science and Spanish are offered allowing a choice of a B.S. or a B.A. Degree.
3. Christianity, History, and Spanish classes are offered in sequence.
4. Interdisciplinary Studies classes are offered in the Fall and Spring Quarters.
5. CISM is offered each quarter.

Advanced Level General Electives

Listed below is a selection of courses that may be used as *upper level* electives and that do not have prerequisites. To assist students in fulfilling the graduation requirement of "...not fewer than 48 semester hours of upper level courses," perhaps advisees should be advised to select some of their general electives from these courses. According to the *H.B.U. Bulletin of Information 1988-89* "...students may register for one elective course each quarter on a pass-fail basis." The courses are as follows:

Art

ART 3343 Art Appreciation

Christianity

CHRI 3313 Christian History
CHRI 3333 Jesus and His Teachings
CHRI 3343 Life and Works of Paul
CHRI 3353 Homiletics
CHRI 3363 Evangelism
CHRI 3373 New Religious Movements in America
CHRI 3393 Biblical Backgrounds
CHRI 4333 Sociology of Religion
CHRI 4334 Psychology of Religion
CHRI 4343 Old Testament Prophets
CHRI 4353 World Religions
CHRI 4363 Philosophy of Religion
CHRI 4373 Poetry and Wisdom Literature of the Old Testament
CHRI 4383 Baptist History

Computer Information Systems

CISM 4323 Distributed Data Processing
CISM 4325 EDP Auditing

Economics

ECON 3301 American Economic History
ECON 3307 Consumer Economics
ECON 3308 Economic Geography and Development

English

ENGL 3303 Elements of Professional Writing
ENGL 3313 English Literature
ENGL 3333 American Literature
ENGL 3344 Professional Report Writing
ENGL 3353 Creative Writing
ENGL 3373 Shakespeare
ENGL 4302 Advanced Rhetoric, Grammar, and Writing
ENGL 4313-4319 Periods of English Literature
ENGL 4323-4325 Periods of American Literature

Geography

GEOG 3300 World Regional Geography

History

HIST 3323 Civil War and Reconstruction
HIST 3333 History of Texas
HIST 3353 History of England
HIST 3363 History of England
HIST 4313 The Gilded Age and After 1877-1916
HIST 4333 United States Foreign Policy
HIST 4352 French Revolution and Napoleon
HIST 4353 Europe 1814-1870
HIST 4354 Europe Since 1871
HIST 4363 20th Century America
HIST 4373-4376 Studies in British History

International Studies

INTS 3381 Applied Language Learning
INTS 4310 Cross-Cultural Understanding

Management

MGMT 3302 Principles of Management
MGMT 3303 Business Law I
MGMT 4308 Business, Ethics, and Society
MGMT 4363 Communications in Organizations

Marketing

MKTG 3301 Principles of Marketing

Mass Media

MASM 3303 Elements of Professional Writing
MASM 3323 Advertising and Promotional Public Relations
MASM 3333 Photojournalism
MASM 3344 Professional Report Writing
MASM 3353 Creative Writing
MASM 3373 Conference Methods
MASM 4323 Television Production
MASM 4363 Communications in Organizations

Philosophy

PHIL 3313 Logic
PHIL 4323 Ethics
PHIL 4353 World Religions
PHIL 4363 Philosophy of Religion

Physical Education

PHED 3323 First Aid
PHED 3333 Teaching Individual Sports
PHED 3363 Tests and Measurements in Physical Education
PHED 3383 Organization of Intramural/Recreation Activity Programs
PHED 3393 Physiology of Exercise
PHED 3394 Kinesiology
PHED 3396 Care and Prevention of Athletic Injuries
PHED 4323 Movement, Behavior, and Motor Learning
PHED 4324 Adaptive and Corrective Physical Education

Physics

PHYS 4181 Special Topics
PHYS 4281 Special Topics
PHYS 4381 Special Topics
PHYS 4481 Special Topics

Political Science

POLS 3323 Urban Policy
POLS 3333 Political Analysis
POLS 3343 Judicial Process
POLS 3353 Contemporary Political Thought
POLS 3363 Comparative Government
POLS 3373 Legislative Process
POLS 3383 The Chief Executive
POLS 4313 Constitutional Law
POLS 4333 United States Foreign Policy
POLS 4353 International Relations

Psychology

PSYC 3303 Research Methods
PSYC 3313 Human Growth and Development
PSYC 3323 Preparing for Marriage
PSYC 3333 Social Psychology
PSYC 3363 Introduction to Interventive Skills
PSYC 3383 Motivation and Behavior
PSYC 4181 Special Topics
PSYC 4281 Special Topics
PSYC 4323 Theories of Counseling
PSYC 4326 Psychology of Death and Dying
PSYC 4330 Psychology of Learning
PSYC 4333 Measurement and Evaluation
PSYC 4334 Psychology of Religion
PSYC 4353 Physiological Psychology
PSYC 4363 Principles of Guidance
PSYC 4381 Special Topics

Recreation

RECR 3242 Life Saving and Water Safety
RECR 3323 First Aid
RECR 3373 Planning and Maintenance of Recreation Facilities
RECR 3383 Organization of Intramural/Recreation Activity Programs
RECR 4313 Recreational Leadership
RECR 4315 Outdoor Education in Physical Education

Social Work

SOCW 3303 Research Methods
SOCW 3333 Social Psychology
SOCW 3363 Introduction to Interventive Skills
SOCW 3374 Urban Sociology
SOCW 3393 Sociology of Childhood and Adolescence
SOCW 4310 Cross-Cultural Understanding
SOCW 4333 Sociology of Religion
SOCW 4343 Sociology of Middle Age and Aging

Sociology

SOCI 3303 Research Methods
SOCI 3323 History of Sociological Thought
SOCI 3333 Social Psychology
SOCI 3363 Introduction to Interventive Skills
SOCI 3374 Urban Sociology
SOCI 3383 Social Deviance and Disorganization
SOCI 3393 Sociology of Childhood and Adolescence
SOCI 4310 Cross-Cultural Understanding
SOCI 4333 Sociology of Religion
SOCI 4343 Sociology of Middle Age and Aging

Speech

SPCH 3303 Dramatic Rhetoric
SPCH 3373 Conference Methods
SPCH 4313 The Rhetoric of Great Issues
SPCH 4323 Intercultural Communication

"As for God, his way is perfect: The word of Jehovah is tried; He is a shield unto all them that take refuge in him" (Psalms 18:30, *The Holy Bible*).

CONVOCATION POLICIES

1. All full-time undergraduates (8 hours or more) are required to attend Convocation as long as they attend Houston Baptist University.

2. This course will be taken on a pass-fail basis with satisfactory attendance being a criterion for grading. Students are to be attentive at all convocations and present a good image of our student body.

3. It is the responsibility of each student to know his Convocation requirement and also to see that his attendance is accurately recorded by the attendance clerk. Students must be checked in by 10:05 a.m. to be counted present. No student is dismissed until the program is terminated.

4. Satisfactory attendance means that a student must attend 2/3 of the Convocation programs. This means attending eight (8) of twelve (12) in each quarter. The requirement of eight (8) of twelve (12) is due to the extra Tuesday and Wednesday Convocations during Religious Emphasis Week in the fall, the Staley Series in the winter, and Life Commitment Week in the spring. No disciplinary action will be taken for unsatisfactory attendance, but a student who fails will jeopardize his graduation since this is a degree requirement.

5. The absences allowed per quarter (four) include those absences due to illness, personal reasons, etc.

6. Convocation is scheduled from 10:05-11:05 a.m. each Thursday in Sharp Gymnasium. The number in the upper left hand corner of the Student I.D. Card will be given to the attendance clerk.

7. Tuesdays at 10:05 a.m. will be Activity Period to be used for such activities as (1) Senate or C.L.C. Committees, (2) Class Meetings, (3) Roundtable, Pep Rallies, and Student Recitals, etc. Exception to this rule is that the Tuesday Activity Period will be utilized as additional Convocations during Religious Emphasis Week in the fall, the Staley Series in the winter, and Life Commitment Week in the spring. All activities are to be scheduled on the official school calendar in the Student Affairs Office.

8. The Vice President for Student Affairs will have the authority for the implementation of the program.

9. Only members of the Houston Baptist University family may attend these convocations. (Students' parents are considered as family.) Only a limited number of tickets will be distributed for some of the convocations as facilities permit.

STUDY SKILLS

Study skills provide students with the ability to learn effectively and are fundamental to each student's success in developing talents in communication, mathematical sciences, and reasoning. Study skills goals established by the Coordinating Board include:

1. Learn to pay attention and take thorough, well-organized lecture notes.
2. Practice learning material on your own.
3. Set up a special time and place to study.
4. Learn to manage your study time to meet deadlines.
5. Learn to use libraries, computers, and a typewriter.
6. Learn to follow instructions accurately.
7. Learn how to take tests effectively.
8. Improve your memory skills (Coordinating Board, 1984).

> "TODAY IS YESTERDAY'S FUTURE. THE TIME YOU USED TO DREAM ABOUT. DON'T MISS IT BY DREAMING ABOUT TOMORROW. WAKE UP, CLAIM IT! THAT WONDERFUL FUTURE IS NOW" (HOLMES, 1982, P. 58).

WHAT WILL A MISSIONARY FACE?

Southern Baptist missionaries are strategically at work in Africa, Europe, the Middle East, Latin America, and Asia. This statement is prepared to help you understand something of what the missionary encounters in overseas service. Though the candidate will have additional preparation for his task, including orientation and language school, this preparation helps only people who already have the basic dedication and effectiveness for missionary service.

1. Missionaries must be physically and mentally able to handle a heavy work load. They work among people with cultures and languages quite different from their own. The ensuing adjustment can be quite severe.

2. Missionaries often find themselves in the midst of problems created by rising national consciousness as well as racial crosscurrents. They must be able to meet suspicion, criticism, or antagonism with understanding and forgiveness.

3. Since leadership of an indigenous church must pass into the hands of nationals as soon as possible, missionaries must be able to share authority and, if indicated, work under local leaders whose preparation might not equal their own.

4. The organization of missionaries in a particular country, called the Mission, is a closely knit fellowship. The very closeness of the group can set the stage for painful friction if a person is not able to work and wear well.

5. For the missionary family there are special problems of rearing and educating children, of maintaining wholesome Christian family life, and of isolation experienced at times when the husband or wife travels.

6. The basic missionary task, whatever one's particular training and responsibility, is witnessing to the redeeming power of Jesus Christ. Every missionary must have basic spiritual depth and maturity to lead others to Christ and to lead new CHristians to grow in the faith.

7. Finally, the totality of all the above calls for men and women of prayer and dependence upon the Holy Spirit.

Louis R. Cobbs, Director
Personnel Selection Department
Foriegn Mission Board, SBC

THE PREAMBLE TO THE BY-LAWS

HOUSTON BAPTIST UNIVERSITY

The Houston Baptist University is a Christian Liberal Arts University dedicated to the development of moral character, the enrichment of spiritual lives,and the perpetuation of growth in Christian ideals. Founded under the providence of God and with the conviction that there is a need for a university in this community that will train the minds, develop the moral character, and enrich the spiritual lives of all people who may come within the ambit of its influence, HOUSTON BAPTIST UNIVERSITY shall stand as a witness for Jesus Christ expressed directly through its administration, faculty, and students. To assure the perpetuation of these basic concepts of its founders, it is resolved that all those who become associated with Houston Baptist University as a trustee, officer, member of the faculty or of the staff, and perform work connected with the educational activities of the University, must believe in the divine inspiration of the Bible, both the Old Testament and New Testament, that man was directly created by God, the virgin birth of Jesus Christ, our Lord and Savior, as the Son of God, that He died for the sins of all men and thereafter arose from the grave, that by repentance and the acceptance of and belief in Him, by the grace of God, the individual is saved from eternal damnation and receives eternal life in the presence of God; and it is further resolved that the ultimate teachings in this University shall never be inconsistent with the above principles (*Houston Baptist University Bulletin of Information* 1988-89, p. 9).

"JESUS SAITH UNTO HIM I AM THE WAY, THE TRUTH, AND THE LIFE: NO MAN COMETH UNTO THE FATHER, BUT BY ME" (JOHN 14:6, *THE HOLY BIBLE*).

ADVISING REMINDERS
ARE YOU A GOOD ADVISOR?

Often, the only evidence of an advising job well done is a student's genuine thanks. Answering a few on-target self-evaluative questions honestly may provide you with an objective look at your day-to-day performance.

If your advisees were to "grade" you, what would you get?

Do you give each advisee the same time and consideration?

Do you greet students by name, approaching each in a positive, friendly manner?

Are you doing things the same way now as you did five years ago?

If you could change the way your office is run in any way, what would it be? Is there any possibility of instituting this change, or a compromise?

How often do you ask colleagues for feedback?

If you supervise others, are you utilizing their abilities/talents effectvely?

When referring students to other offices, do you help them "connect" by providing the names and phone numbers of people to contact?

How is your "office sensitivity"?

Do you attempt to help students choose courses which relate to each other as well as to their entire program of study?

If you were a student, would you go to "you" for advice? Why or why not?

Do you treat all students equably and with respect--no matter what their age, race, sex, or religious preference?

Have your ways to handle student problems become stereotyped and repetitive? How often can you say that you dealt with a problem creatively?

These questions are meant to serve as a springboard to others. It is hoped they will prompt a few of your own which can only help to make a good advisor better (Jeffery, 1988, p 2+).

Measuring Advisors

In measuring how advisors fare,
   Ask do they know?
   Are they there?
But most of all,
   Ask do they care?

If they don't know,
   Who knows?
If they're not there,
   Who is?
If they don't care,
   Who does?

In measuring how advisors fare,
   Ask do they know?
   Are they there?
But most of all,
   Ask do they care?

Wes Habley
American College Testing Program

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APPENDIXES

APPENDIX A

HOUSTON BAPTIST UNIVERSITY

SMITH COLLEGE OF GENERAL STUDIES

CHRISTIANITY, ENGLISH, AND HISTORY ADVISING TABLE 1988-89

SUBJECT AREA	TESTS	SCORES	DEGREES	REQUIREMENTS
Christianity*	None	None	All Bachelor's	CHRI 1313
	None	None	All Bachelor's	CHRI 1323
	None	None	All Bachelor's	CHRI 2333
English**	ACT	Below 18	All***	ENGL 1303
	ACT	18+	All***	ENGL 1313
	AP	3	All Bachelor's	ENGL 1323
	AP (with Essay)	4 or 5****	All Bachelor's	ENGL 2313
	CBA-N (with Essay)	550	All Bachelor's	ENGL 1323
	CLEP (with Essay)	560+	All***	ENGL 1323
	GED	Below 60	All***	ENGL 1303
	GED	60+	All***	ENGL 1313
	SAT (Verbal)	Below 400	All***	ENGL 1303
	SAT (verbal)	400+	All***	ENGL 1313
	TOEFL******	Below 600	All***	ENGL 1404 and SPCH 1304
	TOEFL******	600_	All***	ENGL 1313
	TSWE	Below 40	All***	ENGL 1303
	TSWE	40_	All***	ENGL 1313
	No Tests	Poor high school English grades	All***	ENGL 1303
	No Tests	Good high school English grades	All***	ENGL 1313
History*****	AP	3	All Bachelor's	HIST 2323
	AP	4 or 5	All Bachelor's	None
	CLEP (to 1865)	560+	All Bachelor's	HIST 2323
	CLEP (Since 1865)	560+	All Bachelor's	HIST 2313

* Advisor, see page 96 of the Academic Advising Handbook 1988-89 for details. Students should take Christianity courses in sequence as listed above.

** Advisor, see page 92 of the Academic Advising Handbook 1988-89 for details.

*** All includes the ADN Program as well as all bachelor's degrees.

**** Departmental approval following review of a required essay. Refer student to Dr. Peavy.

***** See page 30-31 of the HBU Bulletin of Information 1988-89 for details.

****** Advisor, see page 103 of the Academic Advising Handbook 1988-89 for details.

Jerry Ford

Jerry Ford, Ed.D., Dean
Smith College of General Studies

APPENDIX B

HOUSTON BAPTIST UNIVERSITY

SMITH COLLEGE OF GENERAL STUDIES

MATHEMATICS AND SCIENCE ADVISING TABLE 1988-89

SUBJECT AREA	TESTS	SCORES	DEGREES	REQUIREMENTS
Mathematics/ Science	ACT*	Below 18	All Bachelor's	MATH 1303
	ACT*	18+	BA	MATH 1313
	ACT*	18+	BM or BME	MATH
	ACT*	18+	BS or BSN	Lab Science
	AP (Algebra)	3	BA, BM, or BME	None
	AP (Biology)	4 or 5	All Bachelor's	See Dr. Gaultney
	AP (Chemistry)	4 or 5	All Bachelor's	See Dr. Gaultney
	AP (Trigonometry)	4 or 5	All Bachelor's	See Dr. Gaultney
	CBA-N (Biology)**	560+	BS or BSN	See Dr. Gaultney
	CBA-N (Chemistry)	560+	BS or BSN	See Dr. Gaultney
	CBA-N (Math I or II)	550+	BA, BM, or BME	None
	CBA-N (Math I or II)	550+	BS or BSN	See Dr. Gaultney
	CLEP (Algebra/Trig)**	560+	BA, BM, or BME	None
	CLEP (Algebra/Trig)**	560+	BS or BSN	See Dr. Gaultney
	CLEP (Biology)**	560+	BS or BSN	See Dr. Gaultney
	CLEP (Chemistry)**	560+	BS or BSN	See Dr. Gaultney
	GED	Below 60	All Bachelor's	MATH 1303
	GED	60+	BA, BM, or BME	MATH 1313
	GED	60+	BS	Lab Science
	SAT (Math)*	Below 400	All Bachelor's	MATH 1303
	SAT (Math)*	400+	BA, BM, or BME	MATH 1313
	SAT (Math)*	400+	BS	Lab Science
	No Tests	Poor high school math grades	All Bachelor's	MATH 1303
	No Tests	Good high school math grades	BA, BM, or BME	MATH 1313
	No Tests	Good high school math grades	BS	Lab Science

* Advisor, see page 95 or the Academic Advising Handbook 1988-89 for details.

** See page 30-31 of the HBU Bulletin of Information 1988-89 for details.

Jerry Ford

Jerry Ford, Ed.D., Dean
Smith College of General Studies

APPENDIX C

REGISTRATION QUESTIONS

WHAT TO DO IF A STUDENT . . . . .

wants to add or drop a course

Only one student-initiated schedule change is allowed each quarter and the dates for doing this are included in the Bulletin of Information and the printed newspaper schedule.

During the period after preregistration and until the distribution of the first class rolls, the advisor's signature is the only faculty signature required to add/drop a course. After that time the signatures of all concerned professors (including the advisor) are required.

Addition of a class is not permitted after the last day to add a class published in the Bulletin of Information. Withdrawal from class is not permitted after the withdrawal date published in the Bulletin of Information except under special circumstances (see "Complete Withdrawal" in the Bulletin of Information).

wants to change class status (alpha to pass/fail or vice versa)

The assumption in all classes is that the course is taken on an alpha basis. A change in status is permissible only during the period of registration and must be accomplished on an add/drop form or registration process form prior to the last day to add a class.

is not listed on my class roll

Students who are not listed on the roll must be sent to the Records Office to clarify their registration status and should not be permitted to attend class without clearance from the Records Office and the Business Office. Students who are not properly registered for a course and whose names do not appear on the 12th day class roll will NOT receive a grade for the course. Responsibility for that rests jointly on the student and the professor.

is listed on my class roll with the notation "must pay"

Students so designated are in the right class but must present proof of business office clearance to remain in the class.

wants to withdraw from the University after the "W" day

A student who is withdrawing from all courses in the University may do so with the permission of the Dean of Admissions and Records, at any time prior to the beginning of the final examination period with a grade of "W."

APPENDIX D

GRADE QUESTION

WHAT TO DO IF A STUDENT . . . . .

is not listed on my grade request sheet

Check with the records office to clarify the student's status. DO NOT write in the student's name unless authorized to do so by the Records Office.

is not designated as taking the class pass/fail

A student must opt to change class status during the period of open registration and may not change status either way once registration is closed. Check with the Records Office to clarify the student's status.

is listed on the grade request but has never attended

A student is responsible for his own withdrawal from a class. If the student's name is listed and no grade of "W" is recorded, the student has not officially withdrawn and should be given an "F."

is actively enrolled but missed the final examination without explanation

The instructor may, with the approval of the Dean of the College, assign a grade of "NR." At the end of late registration for the next quarter an "NR" automatically becomes an "F." NOTE: A grade of IS/IU is not appropriate under the circumstances.

requests an incomplete in my course

An incomplete in a course is to be given under very restricted circumstances. It must be requested on a special form by the student and approved by the instructor and the instructor's dean.

The form must indicate the basis for giving the incomplete, exactly what must be done by the student to remove the incomplete, and the name of the faculty member who will be able to certify that the work has been done in the forced absence of the instructor.

An incomplete is not a substitute for a low or failing grade. The grade earned should be assigned and the student encouraged to repeat the course officially. At the end of one academic quarter the incomplete is automatically changed to an "F" unless it is officially removed.

is entitled to have his grade changed

It is necessary for the instructor changing the grade to do so in person in the Records Office.

HOUSTON BAPTIST UNIVERSITY

TEXAS~1960

ACADEMIC ADVISING HANDBOOK

1988-89

Prepared by
Jerry Ford, Ed.D., Dean of the
SMITH COLLEGE of GENERAL STUDIES

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HOUSTON BAPTIST UNIVERSITY
7502 FONDREN ROAD • HOUSTON, TEXAS 77074-3298 • PHONE 774-7661

Dean of Smith College

Dear Advisor:

The 1988 edition of the Houston Baptist University Academic Advising Handbook has been developed to assist you in your role as an advisor. It has been designed to serve as a quick reference for useful and pertinent information.

Your new handbook is divided into three sections. The first section contains research data concerning academic advising. Included are definitions of advising, roles and functions of academic advisors, behavioral objectives, and limitations of academic advising.

Section two of the handbook is a collection of various lists, resource materials, and articles that you may utilize in advising situations. Specifically included is a set of "Houston Baptist University Advisor Responsibilities--1988-89," which should be very helpful to you in directing your quarter by quarter advising activities. This section should contribute to your understanding of your task as a faculty advisor and your importance in the total educational goals of Houston Baptist University.

The third section contains information pertaining to specific departments and to specific H.B.U. regulations. It is imperative that you become familiar with section three.

You are encouraged to read your handbook very carefully, to refer to it often, and to utilize it completely as you advise your students. Make your role as an advisor more than a signature on a registration process form. Using your handbook and using other available resources, you can make your advisees' educational experiences more meaningful and significant.

If you have comments, questions, or suggestions, please share them with me.

In Christ's Name,

Jerry Ford

Jerry Ford, Ed.D., Dean
Smith College of General Studies

JF/mlk

SECTION
ONE

ACADEMIC ADVISEMENT

INTRODUCTION

"ONE OF THE MAIN RESPONSIBILITIES OF ANY INSTITUTION OF HIGHER EDUCATION INVOLVES ACADEMIC ADVISEMENT OF STUDENTS" (WARD, 1979, p. 1).

In most institutions of higher education, faculty members are required to assume the role of academic advisor (Dressel, 1974, p. 57). Until recently, faculty advising had received relatively little or no attention in the literature or on individual campuses even though systems of academic advising involve hundreds of thousands of students, faculty, and paraprofessionals (Raskin, 1979, p. 99). In addition, multiplied millions of dollars in both faculty time and physical facilities are required to support and conduct the activity known as academic advising (Bonar, 1976a, p. 190). Greater interest in advising has developed because of the growing complexity of higher education institutions, because of the ever increasing threat of declining enrollment, and because of the diversity of the students enrolling in the universities. Once viewed as a set of scheduling procedures, academic advising programs have been established to assist students in the development of their human potential (Abel, 1980, p. 151).

ASSUMPTIONS

Universal practice in higher education has students assigned to faculty members in the disciplines in which the students are majoring. Too frequently, however, faculty advisors must work with students who are undecided about a major. The general assumption is that faculty advisors will be able to guide their advisees toward each advisee's collegiate goal - to be graduated within the normal span of four or five academic years (Dressel, 1974, p. 57).

Academic advising systems utilizing the university faculty are based on several assumptions:

1. Faculty members are interested in one-to-one situations with students.
2. Faculty members are the most appropriate persons to guide students in course selctions.
3. Faculty members are knowledgeable enough to help students through a maze of degree requirements.
4. Utilizing faculty members is the most financially feasible way of providing academic advising.
5. Students want advice from faculty members concerning each student's specific academic program (Dressel, 1974, p. 57).

DEFINITIONS

It is obvious from perusing the five basic assumptions previously stated that faculty members in the role of academic advisors are essential components for any successful academic advisement program. Perhaps at this point the question should be asked, "What is a faculty advisor?" The American Association of Collegiate Registrars and Admissions Officers has stated that an advisor is "A member of the college staff (usually a member of the instructional faculty) assigned to assist a student with academic planning" (Definitions of Terms for Admissions and Records, 1980, p. 8).

Labeling the faculty advisor the "University Adviser," the Committee on Advising and Counseling at Stanford University asserts that:

> The University Adviser is the student's principal faculty adviser. His prime concern with the student, and the student's with him, is the identification of the student's aims and plans, his interest and abilities, and the planning of a coherent education that builds upon the student's interest and allows him perspective on and awareness of both his limitations and his strengths. The adviser does not plan for the student but helps the student to plan for himself (Study of Education at Stanford, 1969, p. 19).

The Stanford Committee defines the advisor as "...the student's academic advocate, the particular educator who agrees to concern himself with his advisee's best education." In the Committee's view, "The Adviser is not to be interested merely in obedience to regulations but is to pursue with the student the education that best serves and develops that student" (Study of Education at Stanford, 1969, p. 27).

Every student, regardless of the type and size of higher education institution, has occasion to be seen in a counseling relationship by a faculty member, known as the faculty advisor, specifically qualified to assist in decisions concerning academic majors and courses of study. The faculty advisor needs to be aware of the general programs of the institution and, more specifically, the courses within his academic division (Shaffer and Martinson, 1966, p. 46). However, The Advisor's Handbook of

San Jose State University emphasizes that "an academic advisor does more than offer advice on academic program planning." It continues that "an academic advisor is that representative of an academic department or program to whom a student can turn for the personal assistance that often accompanies the central activity of the university -- instruction" (1980, p. 2).

The definition for faculty advisor at Stephens College indicates that:

> ...every faculty member and professional administrator... assume counseling responsibilities for a group of eight to twelve students. Each adviser is expected to deal with academic, career, and emotional problems, and he has training to qualify him to do so (Mayhew and Ford, 1973, p. 51).

Crocket (1978a) contends that the faculty advisor serves as a coordinator of the advisee's educational experience. The advisor needs the ability to help students define and develop realistic goals, to perceive their needs accurately, and to match these needs with appropriate institutional resources. A caring and trusting relationship is essential.

It has been stated that the faculty advisor is more than an information and traffic-control officer. The advisor "conveys to the student a philosophy of contemporary education, a rational base for the consideration of problems, and suggests plans of action on which he may move" (Hardee and Mayhew, 1970, p. 21). The faculty advisor is a faculty member who gives advice to the student, usually on matters directly concerned with course work and academic programs (Bornheimer, et al. 1973, p. 53).

THE FACULTY ADVISOR'S ROLE

The faculty advisor is generally a member of the university faculty who has been assigned to the role or who has responded favorably to an invitation to serve as an advisor (Bloland, 1967, p. 8). The role of the faculty advisor has been described by Hardee and Mayhew in the following ways:

> 1. The adviser will assist the student in effecting a program of study consonant with the latter's interests and competencies.
>
> 2. The adviser will assist the student in periodic evaluation of his academic progress.
>
> 3. The adviser will assist the student in initial exploration of long range occupational and professional plans, referring him to sources for specialized assistance.
>
> 4. The adviser will serve as coordinator of the learning experiences of the student, assisting in the integration of the various kinds of assistance rendered - health and psychological aids, remedial work, financial aids, religious counseling - the panoply of all services available to the students (1970, p. 11).

To facilitate the foregoing role descriptions, the advisor should have considerable knowledge of the institution's combined educational offerings, including the total available classes, extra classes, special topics classes, independent study classes, laboratories, clinics, and field experiences. It is essential for the faculty advisor to have a comprehensive knowledge of the curriculum. In addition, the advisor should be familiar with the college campus in its many structural parts; should recognize the prevailing learning climate on campus; and should have acquired, or be in the process of acquiring, adequate skills for communicating with various students in authentic, appropriate, and meaningful ways (Hardee and Mayhew, 1970, p. 11).

Agreeing with Hardee and Mayhew, Higbee (1979) asserts that the role of academic advisor has many facets. Advisors must be knowledgeable and up-to-date on matters concerning (1) curriculum--requirements in the student's majors, as well as general education and graduation requirements of the university; (2) registration procedures; (3) student personnel services - medical, counseling, housing, placement, social, recreational, etc; (4) financial obligations; and (5) job market and employment information. Higbee (1979) also contends that faculty advisors must know the mechanics of adding and dropping classes; changing majors; transferring from one university, college, or department to another; evaluating transfer credit or courses; petitioning for grade changes; interpreting grade point average computations; and keeping accurate records of each student's progress.

The advisor's role as described in The Advisor's Handbook of San Jose State University includes being the student's academic navigator. Since the advisor is the advisee's primary link to the academic programs of the university, the advisor should be "...the person to whom the student should want to turn for serious, considered advice on academic questions." The advisor and advisee are in actuality "co-navigators" because many basic decisions about an academic program must be made by the student, utilizing input from the advisor. The role as academic navigator involves offering suggestions, questions, criticisms, praise, direction, and any other comments which will help each advisee define and achieve educational goals (1980, p. 2).

In addition, it often happens that advisees and advisors become so closely acquainted that the advisor knows advisees intellectually, emotionally, and sometimes socially as well. These are products of a productive, equally shared advisor-advisee relationship. Of course, it is not the advisor's duty to act as pal or psychological confidant, but at times the advisee may come to the advisor seeking other kinds of counsel besides the purely academic. The alert advisor should anticipate such "probes" and be prepared to respond to them because the student's academic life can flourish only if it is relatively healthy in other ways, as well as academic (The Advisor's Handbook, San Jose State University, 1980, p. 2).

Another role of the faculty advisor is being the student's advocate. Higbee (1979) refers to this role as "A large order!" because the advisor is "...expected to show a sincere interest in the student, become aware of the student's interests and abilities, and be the student's advocate within the department and the university" (1979, pp. 47-48).

Hardee (1961) has written that the role of faculty advising is a tridimensional activity, consisting of: (1) discerning the purposes of the institution; (2) perceiving the purposes of the student learner; and (3) postulating the possibilities for the student as a learner and promoting these as means are available.

The first dimension, discerning the purposes of the unviersity, requires a knowledge of institutional aims. Within these aims, the goals of general and professional education must be understood. Part of the knowledge to be acquired by advisors is how the content of the individual courses and the method for their teaching produce overall learning. The advisors' search for the learning climate in their respective institutions involves the image the university has for prospective and present students--the texture of the campus, its feeling, and its spirit.

The second dimension, understanding the purposes of the student, is closely related to the first dimension when one considers the fact that students of a given nature generally gravitate toward the institution which will fit their needs, and abilities and of family and cultural influences.

The third dimension, postulating the possibilities for the student as a learner and promoting these, requires cooperation with and from the student. Hardee (1961) states that "It is the ultimate in the advising role." The perceptive advisor facilitates the student's growth in wisdom, in the appreciation for and exercise of knowledge, and in the overall integration of learning (1961, p. 116). Advisors need to weigh their reactions and approaches to each individual advisee with one major purpose in mind: to enrich and enhance the advisee's academic pursuits and development. This can be accomplished "...by knowing the student's propensities and responding to them with opinions and help--always when asked, often when not asked" (The Advisor's Handbook, San Jose State University, 1980, p. 2).

Kramer and Gardner (1983) indicate that academic advising is a continuing process with sporadic contact between two individual parties. The role of the faculty advisor and the process of advising may be described by an analogy: the student advisee is climbing a ladder called higher education, maturation, or achievement. There are various points on the ladder called landings--places to rest, to review progress, and to plan for subsequent efforts. The landings are probably located at different places on the ladder according to each student climber's needs, wants, and desires. Simply stated, the advisor's role and responsibility is to be available at each of the landings to help the climber review and learn from past efforts and to plan for what lies ahead (1983, p. 24).

FUNCTIONS OF THE FACULTY ADVISOR

Faculty advisors are selected to provide educational counseling for college students. To be effective, the advisor must recognize that each student has different abilities, interests, aspirations, needs, experiences, and problems. Academic advising cannot, therefore, be a mechanical, routine matter. The faculty advisor's primary responsibility is to help individual advisees plan the program of study that will satisfy university requirements and at the same time meet each student's specific needs. To accomplish this goal, the faculty advisor must urge the student to give ample thought to the matter of education; he must direct the student in examining all significant facets of education while making necessary decisions (Brown, 1972, p. 93).

Although the functions of the faculty advisor vary for different students, the general advising duties are normally as follows:

1. The faculty advisor explains to the student the program of general or basic education as it relates to the first two years of college, to the major of the student, and to preparation for life pursuits generally.

2. The faculty advisor helps the student examine the course offerings in his major, relate these to other possible majors, and understand the graduation requirements for the curriculum leading to an appropriate degree.

3. The faculty advisor helps the student explore the career fields for which his major provides training and obtain related vocational information and survey job opportunities.

4. The faculty advisor serves as a link between the student and the administration by counseling the student on his scholastic problems (course scheduling, course adjustment, and academic progress and by making appropriate referral to other assistance agencies.

5. The faculty advisor serves as a "faculty friend" to the student by demonstrating a personal interest in him and in his adjustment to college; by serving as a central contact person in obtaining information that can be used to help the student; and by allowing the student freedom to make his own choices after the limitations, alternatives, and consequences involved in a decision are pointed out (Brown, 1972, pp. 93-94).

The faculty advisors assigned to advise students who are undecided about a major or majors have somewhat different responsibilities. Instead of helping each student explore the selected major, the advisor assists the student's investigation of potential majors by (1) referring the student to the counseling center for possible vocational testing and guidance and by (2) referring the student to special activities wherein interests may be explored and experiences gained. Once an undecided student has elected a major, it may be necessary to transfer him to a faculty advisor in his newly found major department (Brown, 1972, p. 94).

Hardee (1955) indicates that in helping the student emerge as a better integrated person, the faculty advisor engages in the following three types of activities:

> 1. Aids the advisee in the selection of a pattern of educational experiences which may result in better personal integration;
>
> 2. Assembles, organizes, channels, and centralizes all information, observations, and reports from every source relative to his advisee's progress, needs, abilities, and plans;
>
> 3. Assists the advisee at regular intervals to make adequate self-evaluation (1955, p. 164).

Hardee (1959) also suggests that while it is likely that the function of the faculty members serving as advisors may vary among institutions, colleges, and departments, their duties may be similar to the following:

> 1. The faculty adviser explains to the student the program of general or basic education as it relates to the first two years of college, to the major of the student (if he has expressed interest in a major), and to preparation for life pursuits generally.
>
> 2. The faculty adviser plans with the student a schedule of courses with a consideration of the over-all year's work. This may be accomplished through a consideration of the offerings set forth in the various publications of the institution, by considering the student's

> strengths and needs as revealed by a study of high school tests and grades and of college entrance tests, by personal interview, and by judgments as to his ability contributed by high school principals and teachers.
>
> 3. The faculty adviser assists the student in exploring his major field. To accomplish this, he will interpret the various departmental publications of the university; in addition, he may refer the student to a special consultant in the field or to the counselors in the vocational guidance office. Finally, he may recommend particular extra class or part-time work activities for the student.
>
> 4. Likewise, the faculty adviser assists the "undecided" student in exploring a major field. This is accomplished by referring him to experts in several fields of specialty, to counselors in the vocational guidance office, to the bureau of testing for supplementary testing, and to various extra class activities wherein interests may be explored and experiences gained.
>
> 5. The faculty adviser serves as a "faculty friend" to the student by demonstrating a personal interest in him and in his adjustment to college; by serving as a central contact person in obtaining suggestions, which can be used to help the student, from residence counselor, teacher, or department head; in giving suggestions concerning the student to the residence counselor, teacher, or department head; and by allowing the student freedom to make his own choices after the limitations, alternatives, and consequences involved in a decision are pointed out.
>
> 6. The faculty adviser serves as a link between the student and the administration by counseling the student on matters of failure, on the procedures for dropping and adding courses, on eligibiity for the various exemption examinations in general education, and on admittance to special remedial classes or clinics (1959, pp. 52-53).

Bloland (1967) indicates that the functions of the faculty advisor are group related. He classified the functions into three areas: (1) maintenance or custodial; (2) group growth; and (3) program content. Maintenance functions include those which help perpetuate the organization, follow rules and procedures, and provide a link with the group's history and traditions. The group growth functions are essentially facilitating. They refer to the advisor's contributions which help improve the operation and effectiveness of the group. The group growth functions include: directing consideration toward and assisting with development of group participation skills; organizational structure and procedures; leadership training; effective planning; evaluation; and related topics which apply to groups regardless of their specific objectives (1967, p. 12).

The faculty advisor makes his unique contribution as educator on a university campus in the area of the third function--program content. Specific contributions which the faculty advisor can make in this area are offering program suggestions, recruiting colleagues to provide information and perspectives on issues, helping the members apply their classroom learning to out-of-class situations, and, in general, influencing the program and activities of the group so that they are compatible with objectives and endeavors of the university (Shaffer and Martinson, 1966, p. 79).

Translating the functions and activities of faculty advisors into performance objectives, Hardee and Mayhew (1970) wrote that:

> 1. The faculty adviser discusses the program of general or liberal education as it relates to the first two years of college, to the declared major of the student, and to preparation for life pursuits both during and after college.
>
> 2. The faculty adviser plans with the student a schedule of courses, with consideration of the immediate goals as well as of the long range objectives as those objectives can be determined.

3. The faculty adviser assists the student in exploring his major field by interpreting printed information, by referral to other advisory personnel, in recommending extra class activities or part-time work experiences to clarify roles.

4. The faculty adviser serves as coordinator of the educational experiences of the student, working in company with residence counselor, day-student adviser, teachers, department head, or others who observe or interact with the student.

5. The faculty adviser serves as faculty friend, demonstrating a personal interest in the student and discussing with him the minor to major concerns of his educational pursuit. In this role, the adviser provides the student freedom to make his own choices after the limitations, alternatives, and consequences involved in the decision are pointed out (1970, p. 21).

LIMITATIONS OF FACULTY ADVISORS/ADVISING

Hardee (1959) and Brown (1972) indicate that faculty advisor cannot be all things to all advisees because of the vast differences among students. Faculty advisors must recognize their limitations as counselors. Some of the restrictions impeding the effectiveness of faculty advisors are:

1. A faculty advisor cannot make decisions for an advisee but he can be a sympathetic listener and even offer various possible solutions to the student's problem.

2. A faculty advisor cannot increase the native ability of an advisee, but he can encourage the maximum use of the ability that the student has.

3. A faculty advisor cannot reduce the academic or employment load of a floundering advisee, but he can make recommendations that such adjustments be made.

4. A faculty advisor should not criticize a fellow faculty member to a student, but he can make a friendly approach to any teacher if that teacher is involved in the student's problem.

5. A faculty advisor should not tell an advisee his raw scores on psychological tests, but he can indicate areas in which the student seems weak or strong by discussing centiles derived from local norms.

6. A faculty advisor should not betray a student's confidence on matters of a personal nature, but he can seek appropriate professional assistance in helping a student with minor personal or social adjustment problems (Brown, 1972, pp. 94-95).

7. A faculty advisor should not attempt to handle cases of emotional disturbances which fall outside the behavioral pattern of students adjudged reasonably normal. When complex problems arise concerning financial aid, mental or physical health, or personal-social counseling, faculty should refer students to professional personnel through the Dean of Students Office (The American College Testing Program, 1979a, p. 4.149).

Even though they must recognize their limitations as counselors, faculty members, Eble (1976) warns, may have to add a basic competence in counseling and advising to their professional skills. Such competence may be gained in much the same way as other skills: by learning through study or instruction or practice. Little skill is gained unless faculty members accept the responsibility, give attention to its details, and intelligently engage in doing it (1976, p. 74).

According to Hoffmann (1965) there are two additional factors that hamper the effectiveness of academic advising. Those two limitations are:

1. Competition for the budget dollar by services that are obviously more essential than academic advising, e.g., excellent teaching and outstand-

ing faculty members as well as the apparently endless need for the expansion and maintenance of physical facilities.

2. Faculty reluctance to become engrossed in anything other than teaching and research which pay dividends in money and status (1965, p. 16).

These two factors will make it difficult for universities to cope adequately with the expected rise in emotional and psychological instabilities of students. Colleges and college faculty members must strive to increase, augment, develop, and improve academic advising effectiveness. If they do less, they will be failing in their obligation not only to their students but to themselves (Hoffmann, 1965, pp. 16-18).

CONCLUSION/STUDENT BENEFITS

One of the major emphases at Houston Baptist University has been person to person education. The University has advertised and is committed to the concept that the student is of utmost importance on the university campus. This concept magnifies the significance of the faculty advisor's role and functions.

When the faculty member accepts the challenge and assumes the responsibility of being an advisor and when other university professional personnel support the faculty member in the advising role, a number of positive student benefits occur. Some of these benefits include the following:

1. The student will know at least one member of the faculty in an other-than-classroom acquaintanceship.
2. The student will have an opportunity to discuss with a faculty member one area of occupational or professional specialty.

3. The student will have a "lifeline" to the administration through his advisor, a member of the academic community. (In the current era of dissent and press for administrative change, the faculty member can become a strong ally, a trustworthy advisor and evaluator of political action, a teacher of the art and science of campus communication.)

4. The student will have a role model close at hand. The accessibility of an adult who is sought and admired is a powerful stabilizing force in the life of the student learner (Hardee and Mayhew, 1970, pp.11-12).

SECTION TWO

RESPONSIBILITIES OF THE ADVISOR

- ★ Helps Student Define & Develop Realistic Goals
- ★ Identifies Special Needs
- ★ Matches Student to Available Resources
- ★ Assists Student to Plan Program Consistent with Abilities & Interests
- ★ Monitors Progress Toward Educational/Career Goals
- ★ Discusses Linkage Between Academic Preparation & World-of-Work

(The American College Testing Program, 1979b, p. 11).

"APPLY THY HEART UNTO INSTRUCTION, AND
THINE EARS TO THE WORDS OF KNOWLEDGE"
(PROVERBS 23:12, THE HOLY BIBLE).

RESPONSIBILITIES OF ADVISEES

- ★ **Gathers All Relevant Decision-Making Information**
- ★ **Clarifies Personal Values & Goals**
- ★ **Knowledgeable about Policies, Procedures, & Requirements**
- ★ **Accepts Responsibility for Decisions**

(The American College Testing Program, 1979b, p. 13).

"GIVE DILIGENCE TO PRESENT THYSELF APPROVED UNTO GOD, A WORKMAN THAT NEEDETH NOT TO BE ASHAMED, HANDLING ARIGHT THE WORD OF TRUTH" (II TIMOTHY 2:15, THE HOLY BIBLE).

THE ADVISING PROCESS

1. Exploration of Life Goals
2. Exploration of Career/Educational Goals
3. Selection of Educational Program
4. Selection of Courses
5. Scheduling of Classes

(The American College Testing Program, 1979b, p. 14).

> "THE WORDS OF THE WISE HEARD IN QUIET ARE BETTER THAN THE CRY OF HIM THAT RULETH AMONG FOOLS"
> (ECCLESIASTES 9:17, THE HOLY BIBLE).

ADVISEE PROBLEMS

- Academic
- Values & Goal Clarification
- Career Plans
- Interpersonal
- Personal
- Physical

(The American College Testing Program, 1979 b, p. 7).

"THAT THE WISE MAN MAY HEAR, AND INCREASE IN LEARNING; AND THAT THE MAN OF UNDERSTANDING MAY ATTAIN UNTO SOUND COUNSELS"
(PROVERBS 1:5, THE HOLY BIBLE).

CHARACTERISTICS OF A GOOD ADVISOR

A good advisor:

1. Is personally and professionally interested in being an advisor.
2. Listens constructively, attempting to hear all aspects of students' expressed problems.
3. Sets aside enough regularly scheduled time to adequately meet the advising needs of students assigned to him.
4. Knows university policy and practice in sufficient detail to provide students with accurate, usable information.
5. Refers students to other sources of information and assistance when referral seems to be the best, student-centered response to be made.
6. Attempts to understand student concerns from a student point of view.
7. Views long-range planning as well as immediate problem-solving as an essential part of effective advising.
8. Shares his advising skills with working colleagues who also are actively involved with advising.
9. Continually attempts to improve both the style and substance of his advising role.
10. Willingly and actively participates in advisor-training programs, both initial and in-service (Metz and Allan, 1981).

"COMPETENT ADVISING REQUIRES RESOURCES,
JUST AS COMPETENT CLASSROOM INSTRUCTION DOES"
(BONAR, 1976B, P. 403).

ADVISOR BEHAVIORS

INTERPERSONAL ADVISOR BEHAVIORS

1. Teach skills necessary to improve academic standing while at the university (academic survival skills).
2. Make clear the available student personnel resources, such as the counseling center, health center, student center.
3. Be available to students for personal discussions.
4. Help the students to gain an understanding of their own abilities, interests,and goals.
5. Offer a relationship to students that would contribute to a personalized educational experience during orientation.
6. Provide help and encouragement to students to explore the best they can be (to maximize their potentials).
7. Provide an integrated picture of the university with respect to courses, procedures, requirements, and university goals.
8. Encourage students to evaluate themselves in relation to the university and its opportunities.
9. Disclose information about yourself as a person who is going through the process of becoming educated.
10. Show empathy and understanding of the college transition process.
11. Demonstrate personal warmth, respect,and a genuineness related to problems presented by the students.

ACADEMIC ADIVSOR BEHAVIORS

1. Demonstrate an understanding of what new students must go through in order to become matriculated.
2. Provide references to other university resources when necessary.
3. Help the students assess realistically their college major choice.
4. Help the students attain their immediate educational goals.

5. Provide information regarding courses, requirements, tests, registration, course changes, and so forth.

6. Interpret test results by relating them to standardized ability tests and course exemptions.

7. Help students to evaluate and understand their educational goals.

8. Provide time for students to ask questions (Aiken, et. al. 1976, p. 18).

MOST PARTICIPANTS IN GENERAL EDUCATION EXPECT AT LEAST TWO OUTCOMES FOR STUDENTS:

* ACQUISITION OF THE BASIC ABILITIES AND MOTIVATION NEEDED TO COMPLETE COURSES IN A FIELD OF CONCENTRATION.

* ACQUISITION OF THE ABILITIES NEEDED TO FUNCTION EFFECTIVELY IN A NUMBER OF ADULT ROLES AFTER GRADUATION (FORREST, 1982, P. 7).

STRATEGIES OF ADVISEMENT

Emphasized below are basic strategies of advisement used to assist in individual student development. Please review them carefully.

A. Attempt to become acquainted with the advisee in as many aspects as possible.

Getting to know the advisees outside the formality of the office when possible, and not only during class scheduling or unusual circumstances, can be extremely valuable. Knowing the academic abilities and background of the advisee is also important. Having good documentation (the advising folder) such as high school courses with grades, rank in graduating class, ACT or SAT scores, transfer courses and grades from other universities, and present academic status is essential when assessing a student's ability and future direction.

B. Explore the objectives, interests,and motivations of the advisee.

The advisee's actual certainty of future objectives and goals is difficult to ascertain. When the advisor has some knowledge of the advisee's non-academic background -- such as home influence, hobbies, and friends -- a more thorough type of advisement is possible.

C. Develop rapport with advisees.

If the student knows the advisor as a professional person who has a genuine interest in students, the advisement process becomes much more beneficial for both advisor and advisee.

The student should be encouraged to become acquainted with other faculty members in the department, for multiple contacts can be useful to the student who is attempting to assess his personal goals.

D. Become knowledgeable concerning university rules, policies, regulations, and procedures which affect academic programs and activity.

Every advisor must be well informed regarding current academic policies and procedures for these are the foundations on which all advisement efforts will be built. Review of prior policies and study of new policy changes should be a regular activity of each advisor before beginning each registration period.

Familiarity with courses generally taken by advisees, the characteristics of teachers of the courses, and how the courses have been appraised by prior students can make the advisement process smoother and more successful.

Suggestions for student involvement in campus activities is often the key to retention in school.

E. Evaluate student motivation.

Enhancing a student's motivation by capitalizing on good academic planning can be a very helpful strategy. While lack of motivation is generally recognized as the most common cause of poor academic performance, no clear cut methods to help a student achieve maximum motivation have been developed. Suggested strategies might include:

1. Matching courses early in the program to the student's academic strengths, interests, and background.
2. Helping the student, when possible, have a chance to build on success rather than failure.
3. Challenging capable students to continue their efforts toward academic excellence.
4. Explaining the rewards of a strong academic program and associated good grades.

F. Be aware of the limitations of responsibility to where the burden of the advisement process falls on the shoulders of the student.

Obviously, an advisor cannot make decisions for an advisee, but can be a sympathetic listener and offer various alternatives for the advisee's consideration. Advisors cannot increase the ability of a student, but can encourage the maximum use of that ability. While advisors cannot change some aspects of class schedules or employment loads, the students can be referred to the proper offices for such adjustments when desirable.

G. Seek to determine the level of advisement appropriate for your own comfort and training.

Generally, advisors should not attempt to personally handle complex problems concerning financial aid, mental or physical health, personal or social counseling. When these situations do arise, the faculty advisor should refer students to professional personnel who are specially trained and knowledgeable about dealing with such problems (Morehead State University, 1981).

Good luck during registration and other times of advisement. Please allow the Smith College Office to assist you if you need help.

LEGAL ISSUES REGARDING ACADEMIC ADVISING

The academic advisor is on the "front line" of the college or university in dealing with students. It is a critical position, and the success or failure of the student's education and growth is influenced greatly by the advising function. In today's litigious atmosphere, the advising function is more critical than ever.

Academic advising occurs under the umbrella of academic affairs. The courts have always hesitated to enter the academic arena and substitute their judgment for that of the academician. In doing so, they have recognized the academic freedom which protects academic decisions, including advising decisions. They have recognized also that their repeated presence in the academic community possibly could cause deterioration in the otherwise beneficial student-faculty relationship. Thus, if academicians do not abuse their discretion in dealing with students, they need not fear judicial intervention. The courts will intervene, however, if evidence exists of arbitrary or negligent treatment of students or a denial of their protected rights. The increasing number of court decisions dealing with classroom and academic matters attests to the growing judicial sensitivity to students' rights in academic affairs. The advisor's job falls within this academic affairs area, and, thus, advisors must understand the legal issues involving four major areas: the contractual relationship between student and institution, guidelines governing privacy of student records, the concept of privileged communications, and academic due process and the need for grievance procedures.

CONTRACTUAL RELATIONSHIP

In academic affairs, a contractual relationship exists between the student and the institution. The basic provisions of the college catalog, recruiting brochures, various bulletins, and the student handbook become part of the contract. The institution sets forth certain requirements for passing courses and for successful completion of programs and subsequent graduation. If students fail to meet the required standards they can be penalized through such action as dismissal, suspension, or failure to graduate on schedule; if the institution fails to respect its own regulations, then the student may seek judicial relief.

An institution may create certain contractual obligations through statements in its publications. Advisors' obligations and responsibilities usually appear in an advisor's handbook and often in publications readily available to the student. An increasing emphasis on quality advising to enhance retention brings added responsibilities to the advisor. More and more advisors not only are expected to understand such things as scheduling and registration procedures and degree and program requirements, but also they may be expected to function as a referral service or possibly as career counselors. Thus, if institutions promise such services from their advising system, they should ensure that their advisors can deliver these services. Where an advisor did not, or could not, perform his contractual obligation, then possibly liability could be present. Thus, institutions should be conscious of an advisor's obligations which might be created by unequivocal statements regarding advisors' responsibilities.

Most institutions' catalogs state that the ultimate responsibility for knowing degree requirements rests with the student. This type of statement normally would protect advisors if they commit an advising error. Generally, the advisor is not going to be held personally liable for erroneous advising in the absence of gross negligence, irresponsible behavior, or arbitrary or capricious treatment of the student. Advisors should keep notes of their discussions with students during advising sessions. An accurate record of advising sessions would help solve any disputes over the content of previous advising and also serve as a legitimate protection against claims of erroneous advising.

THE BUCKLEY AMENDMENT: ADVISOR'S RESPONSIBILITIES AND STUDENT'S RIGHTS TO PRIVACY

Since advisors maintain educational records -- records of advisees' grades and other academic information -- they must understand the provisions of the Family Educational Rights and Privacy Act of 1974 (commonly referred to as The Buckley Amendment). Basically, this act provides students with access to information placed in their advising files. Furthermore, it ensures that only school officials with a legitimate educational interest may see the student's file. The student's permission must be obtained before any other party may have access to the student's file. Thus, advisors, upon request, must allow students access to their advising file. This fact, however, does exclude a student's right of access to personal notes that the advisor may have made during the advising sessions. Under this Act, these notes constitute records made by educational personnel and kept solely in their possession. Advisors may allow someone who temporarily performs their advising duties to see the notes; if the advisor is to be replaced permanently, however, he should remove any personal notes from the student's file before transferring the file to the replacement.

Under legislation, the student has the right to an informal hearing regarding material in his record. If, at this hearing, the student does not receive satisfaction, then he may insert explanatory material in the file. The Act specifically denies students the right to a hearing regarding grades received. The student, however, may challenge the accuracy of transferring grades to the student's record.

Information in the file may be sent to parents of financially dependent students without the student's written consent. The registrar's office usually maintains information regarding a student's status as a financial dependent. Institutional policy, however, will determine whether or not information must be sent to parents without the student's consent.

According to the Buckley Amendment, a record also must be kept of requests received from school officials to obtain information from the student's file. The record should not only identify the official making the request, but also the official's legitimate educational reason for requesting the information. The record should remain in the student's file. Each institution is individually responsible for determining which parties qualify as "school officials" and what constitutes a "legitimate educational interest." Advisors should familiarize themselves with their institution's policy governing this matter, as well as other institutional policies regarding implementation of the Buckley Amendment.

PRIVILEGED COMMUNICATIONS

Although the law recognizes the student's right to privacy of his educational records, it also recognizes the advisor's right to privileged communications. Thus, in an effort to help a student, advisors can discuss confidential information regarding that student with other appropriate individuals. The courts generally will respect the right to such communications and will not hold the advisor liable for statements considered as privileged comunications. This right, however, is not an absolute one, and advisors must exercise good judgment in making all confidential statements. To determine the appropriateness of confidential discussions, an advisor should simply ask if such a discussion would serve the student's best interest.

At times, students will come to advisors with personal problems; normally these problems should remain confidential. In some instances, however, a student may tell the advisor of certain intentions that would prove harmful to the student or possibly to others, such as the intention to commit suicide or the desire to harm another person. Although the statements are made in confidence, an obligation rests with the advisor to disclose such information to an appropriate party, such as parents, an intended victim, a school psychologist, or police.

ACADEMIC DUE PROCESS

The courts have mandated that students receive due process guarantees of notice and hearing indisciplinary cases, but students with grievances concerning academic affairs, such as situations involving erroneous advising, disputed grades, or alleged arbitrary course requirements, generally find themselves without due process guarantees. The courts, to this date, have not mandated legally what constitutes due process in academic affairs. Courts generally will respect the institution's procedures for handling academic affairs cases, as well as their decisions resolving these cases. As previously indicated, the courts will intervene in cases involving seemingly arbitrary or capricious treatment of a student. The voluntary application, however, of the spirit and principles of due process to academic affairs can reduce the incentives for legalism and reliance upon the courts by students when they feel aggrieved. With clearly-defined grievance procedures in place, courts will decline to intervene until a student exhausts this administrative remedy. Thus individual departments or divisions of the institution should outline procedures that students will follow in registering any grievances resulting from erroneous advising or any other action taken by the advisor. The following suggested prcedures should not be construed as specific prescriptions to cover every case, but rather as a guideline:

1. Institutions should define clearly and publish the responsibilities of advisors and students in the advisor-advisee relationship.

2. Information the student is expected to know, such as academic requirements for continuance and graduation, should be clearly specified and publicized.

3. A well-documented and orderly procedure of appeal should be established and promulgated. A committee should be appointed in each department or division or one committee for the entire institution, if that is deemed appropriate, which would hear complaints by students against advisors for alleged advising errors or negligent and irresponsible advising. The advisor against whom the allegations have been made should receive all due process rights in defending his actions.

Implementation and promulgation of these recommendations would not open a Pandora's box with a proliferation of student complaints against advisors. Rather, advisors would maintain a responsible attitude toward students, and students would understand more clearly their responsibilities in the advising process. The channeling of complaints through an appointed committee would formalize a fair and reasonable procedure which does not exist on many campuses today.

Two elements have combined to cause an increase in the number of academic affairs cases: arrival of consumerism to the campus and the lowered age of majority. Consumerism on campus today considers whether or not an institution delivers to the student the product it claims in its various publications, as well as in oral presentations. As legal adults, by virtue of the lowered age of majority, students must accept more responsibility for their actions on campus and thus also may have a great inclination to press charges against the institution when they believe they have received arbitrary or capricious treatment. This does not mean that all students might file a court suit when they reach the age of majority, but since they must accept the responsibilities of that status they will most likely be more zealous of their rights. With these prevailing conditions and the fact that quality advising is fast becoming a criterion for promotion, tenure, and salary increases, advisors should seek to understand the legal issues related to advising. This understanding will ensure a responsible attitude toward students and protect their rights as well as those of the advisor.

By knowing the current legal parameters and by practicing the "golden rule," advisors will create and maintain those policies and practices which respect the worth and dignity of each student. By doing so, they will help create a better climate for reducing the incentives for legalism and respecting the rights, freedoms, and responsibilities of all (Young, 1982, pp. 41-45).

"THE ADVISOR SHOULD RECORD INFORMATION IN THE ADVISEES' FILES WHICH MAY BE HELPFUL IN FUTURE ADVISING SESSIONS WITH THE STUDENTS, AND FOR POSSIBLE USE BY OTHER ADVISORS IN CASE OF REFERRAL OR CHANGE OF MAJOR. THE ADVISOR SHOULD ALSO KEEP A RECORD OF THOSE COURSES WHICH THE STUDENTS WERE ADVISED TO TAKE AND A RECORD OF THE STUDENTS' FINAL SELECTIONS" (CRAIG, 1981, P. 10).

"LET THE WORDS OF MY MOUTH AND THE MEDITATION
OF MY HEART BE ACCEPTABLE IN THY SIGHT, O
JEHOVAH, MY ROCK, AND MY REDEEMER"
(PSALMS 19:14, THE HOLY BIBLE).

THE STEREOTYPES OF FACULTY ADVISEMENT

Certain aspects of faculty advising have tended to gloss the process so that the true dimensions of advising have been obscured. Among the stereotypes are these:

1. THE AUTOMAT STEREOTYPE. This is the common "slip a coin in and get a schedule out" process wherein the student and advisor interact solely in a mechanical process of working out a program suitable for a given period of registration. In a recent study it was noted that in many colleges, the view prevails that when a student has been assisted in arranging a program of classes that has met his needs, the major task of advising has been fulfilled. Students deserve much more assistance in the forms of analysis of their achievement, assistance in occupational exploration, referral to remedial and developmental services, effecting suitable work-study and recreation patterns, referral to health services, financial assistance, part-time work, and discussion of appropriate graduate and professional programs with eventual placement.

2. THE THOUSAND-MILE CHECKUP. This stereotype is one that conceives the advisor as active in arranging a program of courses and subsequently checking a month or six weeks thereafter to see how the program has worked. This and little more! This stereotypic action has been described as follows:

   > ...the university provided me with a freshman advisor to whom I was to go when my first month's grades were turned in, and regularly thereafter once a month. My particular advisor was an ascetic-looking assistant professor in English, very scholarly and by no means interested in callow freshmen. He had a half-dozen other freshmen besides me to advise, and his technique was to get rid of us as quickly as possible. Every month he gave me my grades and said, "That's fine; you're doing very well." I said, "Thank you," and walked out. In later years when I became interested in the institution of freshmen advisors, I questioned numerous students on the campus and found not one who had received more advice from his than I had from mine.

3. THE PATCH-AFTER-CRASH STEREOTYPE. In this role, the faculty advisor is galvanized into action at moments of crisis. The student fails miserably, is entrapped in a violation of academic or social regulations, is about to drop or be dropped, with the result that the faculty advisor races

to the scene -- office of the academic or personnel dean -- with sirens blowing. Too little and too late is usually the appraisal of this well-intentioned but ill-planned maneuver.

4. THE MALEVOLENT BENEVOLENCY. One more stereotype surely deserves to be mentioned. It is that which pictures the faculty advisor as mother hen, with a wingspread like that of an eagle, hovering over the student by day and by night -- protecting, preventing, paternalizing. Probably, at some time or another, the advisor wonders if he is not prolonging infancy. These times should be rare -- in the early weeks, for instance, when for the freshmen, the break from home and home town may seem cataclysmic. It must be patently understood that any program of faculty advising that stultifies human growth and development cannot be justified.

There are assuredly other stereotypes, but the ones noted above seem to illustrate some myths and confusions about the advisor role. All these certainly miss the point of real importance: the consideration of the learner in the climate of his learning (Hardee and Mayhew, 1970, pp. 10-11).

ALL ALONG THE JOURNEY THROUGH COLLEGE TO GRADUATION--BUT ESPECIALLY AT THE BEGINNING--STUDENTS NEED GUIDANCE AND INDIVIDUALIZED INSTRUCTION IN DEVELOPING A WIDE RANGE OF KNOWLEDGE AND RELEVANT SKILLS (FORREST, 1982, P. 41).

SOME OBSERVATIONS ABOUT TRADITIONAL "GOOD ADVISOR" DESCRIPTORS

1. THEY ARE DERIVED FROM A THERAPEUTIC HELPING RELATIONSHIP. -- THE RESTORATION OF SOME PART OF A CRUMBLING PERSONALITY.

2. THEY ASSUME THAT THE ADVISOR-ADVISEE RELATIONSHIP CONTINUES BEYOND A SINGLE MEETING.

3. THEY ATTRIBUTE TO THE ADVISOR A SET OF CHARACTERISTICS WHICH DESCRIBE AN ALMOST PERFECT, IF NOT "GOD-LIKE," INDIVIDUAL.

4. THEY PRESCRIBE FOR THE ADVISOR A MOSTLY PASSIVE, RECEPTIVE ROLE WHICH ALLOWS ONLY THE ADVISEE TO BE SEEN "HOLISTICALLY."

5. THEY TEND TO FOCUS THE ADVISEE'S PERCEPTIONS OF THE ADVISOR ON HIS ROLE AS A PAID, TRAINED PRACTICING PROFESSIONAL (AS CONTRASTED WITH HIS BEING A "PERSON").

6. THEY PROBABLY SERVE TO DISCOURAGE FACULTY/STAFF PARTICIPATION IN ADVISOR TRAINING PROGRAMS, CONVEYING, AS THEY OFTEN DO, THE FLAVOR OF "BECOMING A COUNSELOR" AND/OR INTERACTING ARTIFICALLY WITH STUDENTS.

7. THEY SELDOM DESCRIBE THE INDIVIDUAL WHOM AN ADVISEE ENCOUNTERS, SO THAT STUDENT EXPECTATIONS FOR "WHAT SHOULD BE" IN ADVISORS ARE SHATTERED BY ACTUALLY "WHAT IS" (METZ AND ALLAN, 1981).

THE DEVIL'S (ADVOCATE) LIST
FOR GOOD-ADVISOR CHARACTERISTICS

THE GOOD ADVISOR SHOULD BE ABLE TO:

1. COAX AND WHEEDLE - "A STUDENT WITH YOUR AVERAGE (3.7) AND BREADTH OF INTERESTS SHOULD BE EXPLORING A VARIETY OF CAREER OPTIONS."

2. COERCE - "IF YOU WANT ME TO SUPPORT YOUR REINSTATEMENT REQUEST THEN YOU MUST SCHEDULE ONLY THESE COURSES NEXT SEMESTER!"

3. CONFRONT - "BUT YOU REALLY DON'T BELIEVE THAT I CAN TELL YOU WHAT TO MAJOR IN, DO YOU?!"

4. PERSUADE - "THE READING AND STUDY SKILLS COURSE WE OFFER CAN CERTAINLY HELP YOU IMPROVE YOUR ACADEMIC PERFORMANCE!"

5. PRESCRIBE - "WITH YOUR SAT SCORES YOU SHOULD TAKE TWO PREPARATORY MATH COURSES (BEFORE TAKING ENGINEERING CALCULUS) AND GET PLENTY OF TUTORING ASSISTANCE. COME BACK IN THREE WEEKS AND WE'LL CHECK ON HOW THINGS ARE GOING."

6. SUGGEST - "YOU CAN DECIDE WHETHER IT MAKES SENSE, BUT I THINK WITHDRAWING THIS SEMESTER IS THE BEST THING TO DO."

7. DENY - "I KNOW HOW YOU FEEL, BUT I CANNOT RETROACTIVELY DROP YOUR LAST SEMESTER'S COURSE JUST BECAUSE YOU FLUNKED IT!"

8. BACKSLIDE - "LOOK, I KNOW WHAT THE CAMPUS POLICY IS, BUT, GIVEN YOUR SITUATION, I'LL MAKE AN EXCEPTION" (METZ AND ALLAN, 1981).

STUDENT MISBEHAVIOR

SHOULD MISBEHAVIOR BE REPORTED? In most instances of minor misbehavior, the stituation can be best handled within the organization through group sanctions and penalties and with the advisor counseling with the students involved. In other instances not covered by existing procedures or policies, the advisor must use his best judgment, referring or reporting serious cases of misbehavior or maladjustment to the appropriate college office.

Keeping in mind his responsibilities to the welfare of the individual student, the organization, and the institution, the advisor will also need to consider such other factors as these:

1. Does the type of misbehavior cast a serious doubt on the individual's fitness for his objective? For example, consider the accounting major who embezzles money from the group treasury.
2. Can an otherwise worthwhile young person be deterred from other and more serious misbehavior by firm action and rehabilitative counseling at this stage?
3. Does the misbehavior constitute a criminal act which the advisor's failure to report may result in his being implicated?
4. Are there serious implications for the institution's public posture or relationship with the community?
5. Is the misbehavior symptomatic of possible psychological disturbance on the part of the student which could require professional attention? The counseling center, student affairs office, or dean's office may know of other similar incidents which, with the advisor's report, may indicate a disturbed student who needs assistance.

The responsibility of the advisor to the student is a real one but he must not assume that referral to the student personnel office will necessarily work to the student's disadvantage or result in his dismissal. If the advisor is in doubt as to the correct action, he should consult the dean's office or student affairs office on a confidential basis or at least by describing the situation as a hypothetical case (Bloland, 1967, p. 27). Refer to the current HBU Student Handbook for additional information and specific policies.

"BECAUSE IT IS WRITTEN, YE SHALL BE HOLY,
FOR I AM HOLY"
(1 PETER 1:16, THE HOLY BIBLE).

ADVISING STUDENTS WHO HAVE PERSONAL PROBLEMS

At one time or another most academic advisors have had a student come in to discuss a personal problem. In many cases a sympathetic ear and emotional support are all the student seeks or needs. In some cases, however, the student might need assistance that you are unable to provide. In these instances you need to decide whether or not to refer the student for additional help and, if so, how to go about making the suggestion that further help is required. This section suggests effective strategies for listening and for discussing personal problems with students. Additionally, it outlines some common symptoms of personal distress so that you will be better able to know when a student is suffering with a problem, and it provides guidance on how to decide when to refer a student for further assistance. Finally, procedures for making a referral are outlined.

The Counseling Center can provide assistance to faculty members in matters pertaining to the academic and personal adjustment of students. Faculty members frequently consult with Center staff regarding specific students with whom they come in contact to identify possible interventions in working with students who have a personal problem, to determine the significance of certain behaviors, and to understand the procedure for referring students to the Center.

Active Listening Skills

To be successful in helping students with personal problems, you must first have a clear understanding of the exact nature of the problem. Attaining understanding requires listening in an active and participatory manner. If you are a good listener, you will notice that others are drawn to you. Listening is a commitment and a compliment. It is a commitment to understanding how other people feel and how they see their world. It means putting aside your own prejudices and beliefs, your anxieties and self-interests, so that you can see the world from the other person's point of view. Listening is a compliment because it says to the other person: "I care about what is happening to you, your life and your experience are important." People usually respond positively to the compliment of listening.

Successful listening requires a number of simultaneous activities: paraphrasing, clarifying, feedback, empathizing, being open, and being aware.

Paraphrasing. Paraphrasing is absolutely necessary to good listening because it keeps you busy trying to understand what the other person means, rather than blocking or having your thoughts wander to what you will say next. You can paraphrase by using such lead-ins as "What I hear you saying is...In other words...So basically how you felt was...Let me understand...What was going on for you was...What happened was...Do you mean...? *You should paraphrase everytime someone says something important to you*.

Clarifying. Clarifying, which often goes along with paraphrasing, means to ask questions until you get a more complete picture. Since your intention is to understand fully what is being said, you often have to ask for more information and background to get a fuller picture of the circumstances surrounding a problem. *Concentrate on the main ideas and not the illustrative material*; examples, stories, statistics, and the like are important but usually do not represent the main points. Examine them only to see if they prove, support, or define the main ideas. Clarifying helps you sharpen your concentration so that you hear more than vague generalities. Clarifying also lets the other person know that you are interested.

Feedback. After you have paraphrased and clarified what has been said, you need to share, in a nonjudgmental way, what you thought, felt, or sensed. *The feedback that you give should be immediate, honest, and supportive*. Immediate means giving the feedback as soon as you fully understand the communication. Honest means expressing your true feelings. Supportive means gently and sensitively reacting to what you hear and feel.

Empathizing. Empathize with the student--try to put yourself in the student's place *as if* you were he or she but without ever losing the "as if" condition. Concentrate on what the student is saying--focus your attention on his or her words, ideas, and feelings.

Being Open. Being open as you listen means that you hear the whole statement, the entire communication, before judging. If you are judging and finding fault, you will have difficulty listening. *Recognize your own prejudices--try to be aware of your feelings toward the student, the subject, and the occasion*. Allow for these prejudgments in formulating your feedback.

Being Aware. There are *two* components to listening with awareness. *One is to compare what is being said to your knowledge of history, people, and the way things are*. You should do this without judgment, simply making note of how a communication fits with known facts. *The second way to listen with awareness is to hear and observe congruence*. Does the student's tone of voice, emphasis, facial expression, and posture fit with the content of his or her communication? If someone is telling you that his father has just died, but smiles and leans back in his chair with his hands laced behind his head, the message is not making sense. There is no congruence. If body, face, voice, and words fail to fit, your job as a listener is to clarify and give feedback about the discrepancy. If you ignore the incongruity, you are settling for an incomplete or confusing message.

Total Listening. A student coming to you with a personal problem clearly wants you to listen and will look for clues to prove that you are. A number of verbal and nonverbal behaviors can help you listen and can help you communicate the fact of your total attention. Here are a few suggestions on how to be a total listener:

1. Stop talking--you can not listen while talking.
2. Maintain good eye contact.
3. Lean slightly forward to indicate your involvement.
4. Reinforce the speaker by nodding or paraphrasing.
5. Do not interrupt. Give the person time to finish what he or she has to say.
6. Clarify by asking questions.
7. Move away from distractions.
8. Be committed, even if you are angry or upset, to understanding what the student says.

Indicators of When to Be Concerned

Being aware of signals that indicate the possiblity of problems can be helpful to a faculty member in making a judgment about whether or where to refer a student for counseling.

The following signs may indicate that a student could benefit from a referral to the Counseling Center.

Unusual Behavior

1. Withdrawal from usual social interaction
2. Marked seclusion and unwillingness to communicate
3. Persistent antisocial behavior such as lying, stealing, or other grossly deviant acts
4. Lack of social skills or deteriorating personal hygiene

5. Inability to sleep or excessive sleeping

6. Loss of appetite or excessive appetite (starving or binging behavior)

7. Unexplained crying or outbursts of anger

8. Acutely increased activity (i.e., ceaseless talking or extreme restlessness)

9. Repeated absence from classes

10. Unusual irritability

11. Thought disorder (i.e., the student's conversation does not make sense)

12. Suspiciousness, irrational feeling of persecution

13. Irrational worrying or expressions of fear

Traumatic Changes in Personal Relationships

1. Death of a family member or a close friend

2. Difficulties in marriage or family relationships

3. Dating and courtship difficulties

4. Sexual abuse (i.e., rape, incest, harassment)

5. Terminal/chronic illness of a family member

Drug and Alcohol Abuse

1. Indications of excessive drinking or drug abuse (i.e., binges, neglects eating or physical appearance, impaired thinking)

2. Severe drug reaction (i.e., bizarre behavior, unexplained "blackouts" of memory)

3. Being a child of an alcoholic or drug dependent parent

Academic Problems

1. Dramatic drop in grade point average

2. Deficient reading speed or comprehension

3. Poor study habits

4. Incapacitating test anxiety

5. Sudden changes in academic performance

6. Lack of class attendance

Career Choice Problems

1. Dissatisfaction with academic major

2. Unrealistic career aspirations

3. Confusion with regard to interests, abilities, or values

4. Chronic indecisiveness or choice conflict

5. Uncertainty of career alternatives

Taken alone any of these signals may be insufficient to warrant intervention. However, duration of behavior, combination of signals, and the degree of intensity of indicators will determine the type of intervention needed.

When to Refer

Aside from the signs or symptoms that may suggest the need for counseling, there are other guidelines which may help the faculty member define the limits of his or her involvement with a particular student's problem. It is important not only to hear what the student is saying, but to be attentive to the non-verbal behaviors as well as the feelings underlying the message to you. A referral is usually indicated under the following circumstances:

1. When a person asks for referral. However, you need some information from the person to know where the best referral is. It is also a good idea to explore with the student how urgent this need is. It may be that the student is feeling quite upset and some exploration with you will help the individual feel more comfortable being referred.

2. When a student presents a problem or requests information which is outside your range of knowledge.

3. A person contemplating suicide. This has the potential of being the most severe of all crises dealt with herein. Although there are wide differences in the seriousness of suicidal thoughts, anytime a student is thinking of it seriously enough to discuss it with you he or she is probably pretty upset. Although it is important for you to help deal with immediate feelings, a threat to self or others ethically requires strong intervention on the part of the faculty or other professionals. In order to assess the severity of the suicidal thought, a counselor from the Counseling Center or faculty member in the

professionals. In order to assess the severity of the suicidal thought, a counselor from the Counseling Center or faculty member in the Psychology Department should be contacted. Offer to walk with the student to see the Counselor. Report such conversations to a Counselor or Psychology Department faculty member. It is possible to save a life by taking quick, effective action.

4. Someone you feel you have not helped, or whom you've gone as far as you can go with, but who you feel needs help. None of us can help everyone we try to help because of personality differences, lack of experience, or a variety of other reasons. When you have the feeling that you have not been helpful, try to be honest with the student and suggest a specific person or agency that would meet the student's needs. Also suggest Counseling or Psychology faculty.

5. Lack of objectivity on your part. You may know the student on other than a professional basis (friend, neighbor, relative), may know the person the student is talking about, or be identifying too closely with the problem being discussed. Any of these may interfere with your ability to be a nonjudgmental listener. It would be better for the student to be referred to someone else.

6. If a student is reluctant to discuss a problem with you for some reason. You may sense that the person may not feel comfortable talking to you; for example, the student might be more at ease talking with a male or a female, or a black or white counselor. In that case, you should refer the student to an appropriate individual and suggest that the person is very easy and pleasant to talk to.

7. If a student has physical symptoms. Headaches, dizziness, stomach pains, insomnia can be physical manifestations of psychological states. If students complain about symptoms they suspect (or you suspect) may be connected with their problem, it would be in their best interest to refer them to a professional, possibly the school nurse or the school physician.

How to Refer

When you believe that a student might benefit from professional counseling, speak directly to the student in a straight-forward, matter-of-fact fashion, showing simple and concrete concern. Never trick or deceive. Make it clear that this recommendation represents your best judgment based on your observations of the student's behavior. Be specific regarding the behaviors that have raised your concerns and avoid making generalizations or attributing anything negative to the individual's personality or character.

Except in cases of life threat to self or others, the option must be left open for the student to accept or refuse counseling. It is not uncommon for students to be anxious when being referred to a professional. If you have had positive feedback from other students about the Counseling Center, you could tell the student you have referred others there and that they found it helpful. If the student is skeptical or reluctant for whatever reason, simply express your acceptance of the feelings so that he or she feels free to reject the referral without rejecting you. Give the student room to consider alternatives by suggesting that perhaps you can talk about it later after the individual has had some time to think it over. If the student emphatically says "No," then respect the decision and again leave the situation open should he or she decide to reconsider. Above all, do not rush. Unless it is a matter of clear urgency, go slowly.

If the student agrees to the referral, place the call to the Counseling Center right then, with the student present. Usually, you'll make an appointment through the receptionist. A home and work phone number may be left and the student can also be called later if the counseling person cannot talk on the phone at that time. In most cases the student can be seen within two days. If it appears to be an emergency, ask to speak directly to a counselor or to have your call returned as soon as possible. If appropriate, suggest to the student that with his or her permission you will give information to the counselor about the nature of the problem. Have the student write down the counselor's name, address, extension, and the time and date of the appointment. Having a confirmed appointment sometimes makes the difference in whether or not the student goes to the appointment. Finally, follow up with the student at a later date to show your continued interest even if he or she did not accept a referral.

To Sum It Up

1. Find out enough about the student's problem to be able to make the best referral.

2. Invovlve the student in the process. Deal with the feelings about the referral (i.e., objections, fears, etc.). It is better to have them discussed before the student leaves.

3. Go slowly--except in an emergency, the student should be made aware that he or she has a choice to accept or refuse the referral.

4. Be very specific in the referral (identify location, name of counselor, telephone number).

5. See how much help the student needs in contacting the referral--some may need to be escorted over. On the other hand, try to let the person do as much for himself or herself as you can.

6. Follow up! Even if the student did not accept your referral, following up at a later date will demonstrate your continued interest.

Finally, the referral process is one that should communicate to the student that (1) you are concerned about his or her well-being, and (2) you consider the problem one which requires professional attention, which you are unable to provide. These two messages, effectively communicated, can determine the attitude with which the student enters counseling. That attitude affects the progress and outcome of any psychological intervention.

If you have any questions about the material in this section, please contact any of the counselors at the Counseling Center or Department of Psychology (Scott, 1988, pp. 297-303).

ACHIEVING THE OBJECTIVES OF GENERAL EDUCATION REQUIRES MORE THAN SIMPLY OFFERING COURSES. HOW THESE COURSES ARE TAUGHT, THE KIND OF ADVICE STUDENTS RECEIVE, AND WHAT HAPPENS OUTSIDE THE CLASSROOM ARE EQUALLY IMPORTANT (FORREST, 1982, P. 15).

REFERRAL SKILLS SUMMARY

HOW TO REFER STUDENTS

1. Referral decisions--ability to determine whether a referral should be made
    A. Determination of problem(s)
    B. Determination of whether or not you can help and/or are qualified to offer the assistance needed.
    C. Determination of possible agencies or persons to whom the student may be referred.
2. Referral process--ability to professionally refer the student to the proper person or agency for help.
    A. Explain in a clear and open manner why you feel it desirable or necessary to refer.
        1. Take into account the student's emotional and psychological reaction to the referral.
        2. Get the student to discuss his problem(s), consider reasons for referral, evaluate possible sources of help, and assist in the selection of the specific person or agency.
    B. Explain fully the services which can be obtained from the resource person or agency you are recommending.
    C. Reassure student about capability and qualifications of resource to help meet the particular need expressed.
    D. Attempt to personalize the experience by giving the student the name of a contact person to ask for or help by calling for an appointment for the student. Give directions to the office if necessary.
    E. Discuss with the student any need for transfer of data and obtain consent and approval for the transfer.
    F. Assist the student in formulating questions to ask or approaches to take.
    G. Transmit to the person or agency who will assist the student all the information essential for helping the student.

3. Follow up--ability to evaluate the appropriateness and effectiveness of the referral.

   A. Determine if the student kept the appointment.

   B. Discuss with the student his or her evaluation of the help received from the agency or person.

   C. Determine whether you selected the appropriate source of help for the student (Crockett, 1988, p. 331).

"FROM AN ADVISING STANDPOINT
THE PERSONAL DEVELOPMENT
OF THE STUDENT
IS AS IMPORTANT AS THE ACADEMIC"
(COLLEGE OF SCIENCES AND HUMANITIES,
UNDATED, P. 1).

WHAT IS A STUDENT?

A STUDENT is the most important person in any educational institution.

A STUDENT is not dependent on us. We are dependent on him.

A STUDENT is not an interruption of our work. He is the purpose of it.

A STUDENT does us a favor when he enrolls. We are not doing him a favor by serving him.

A STUDENT is a part of our work—not an outsider.

A STUDENT is not just a statistic. He is a flesh and blood human being with feelings and emotions like ourselves.

A STUDENT is a person who comes to us with his needs or wants. It is our job to fill them.

A STUDENT is deserving of the most courteous and attentive treatment we can give him.

A STUDENT is the life blood of this and every other educational institution (source unknown).

HOW YOU AND YOUR FACULTY ADVISOR SHOULD WORK TOGETHER

When you were admitted to Houston Baptist University, you were assigned to a faculty advisor for both educational and vocational guidance and advising. Since your advisor is responsible for counseling a group of student advisees as needs occur, the following suggestions are offered to you to help enhance your experiences with your advisor:

1. You should. . . . . .Contact and keep in touch with your advisor.
   Your advisor should . . . . .Post office hours.
2. You should. . . . . .Make and keep appointments or call if it is necessary to change or cancel an appointment.
   Your advisor should . . . . .Keep appointments or call if it is necessary to change or cancel an appointment.
3. You should. . . . . .Come with specific questions in mind.
   Your advisor should . . . . .Provide accurate and specific information.
4. You should. . . . . .Come with necessry materials (pencil, Schedule of Courses, forms, etc.).
   Your advisor should . . . . .Have on hand resource material (H.B.U. Bulletin of Information, Advisor's Handbook, etc.).
5. You should. . . . . .Ask about other sources of information.
   Your advisor should . . . . .Suggest other sources of information.
6. You should. . . . . .Be open concerning school work, study habits, academic progress, etc.
   Your advisor should . . . . .Listen to you and help you solve problems.
7. You should. . . . . .Build a schedule free of conflicts in time.
   Your advisor should . . . . .Check your schedule for appropriate selection of courses.
8. You should. . . . . .Make decisions concerning careers, choice of majors, and selection of courses.
   Your advisor should . . . . .Suggest options concerning careers, choice of majors, and selection of courses.

WHEN TO SEE YOUR ADVISOR

1. To discuss any problems which affect academic performance.
2. To select courses for the upcoming quarter (during registration).
3. To add or drop courses (during registration).
4. To register to take a course pass-fail or audit (during registration).
5. To discuss academic progress.
6. To declare a major.
7. To file a degree plan.
8. To discuss career considerations.

HOW TO SEE YOUR ADVISOR

1. Become familiar with your advisor's office hours/schedule.
2. Whenever possible, call to make an appointment rather than drop in without one.
3. If it is necessary to drop in without an appointment, try to go at a time when your advior is on duty, avoid the busiest time of the day (10:00 a.m.-2:00 p.m.), and allow plenty of time in case you have to wait to see your advisor.
4. Because the first and last two weeks of each quarter are the busiest for your advior, schedule longer conferences (to discuss issues like possible majors and careers) during the middle part of the quarter.
5. You may secure a "Request for"Change in Faculty Advisor" form from the Smith College Office if for any reason you need to change advisors.

Adapted from How You and Your Advisor Will Work Together by the Undergraduate Advising Center at the University of Iowa, July, 1981.

STUDY TIPS FOR THE LEARNER

I. SUGGESTIONS FOR IMPROVING WRITTEN WORK

A. Written work reveals ability, desire, and character. It is the most important product that you have to offer in exchange for a grade.

B. The primary requirement of all written work is that it be presented in an interesting, mechanically correct, and attractive manner.

C. Judge the quality of your written composition by questioning its parts, content,and presentation.

D. Observe closely the three basic obligations of all students toward written work:

1. Have a working knowledge of the subject.
2. Present the material in the best possible form and structure.
3. Never pass off inferior work in order to get by.

E. Excellence is the only real quality of written work that is permanent. Excellence in packaging the product (putting written work in an attractive, correct, and neat form) comes from a "sense of pride" in one's work.

F. Adopt practices that will reveal your weaknesses and encourage your improvement. Plot your own methods for adding quality and completeness.

II. PRACTICES FOR BETTER RESEARCH PROJECTS

A. General Research

1. Strive for originality, but depend on your scope of reading and your grasp of material to determine the quality of your theme.
2. Take notes on 3"x5" index cards, and save time by preparing bibliography cards while you are gathering material.
3. Make footnotes and a sound bibliography reflect the scholarship and authority of your paper.

B. Book Reports

1. For short book reports use the four w's -- who, where, when, and why to relate the story.
2. In all book reports show your appreciation or lack of it through your study of the characters or the nature of the book. Avoid editorializing to praise or condemn.

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3. Observe closely the two obligations that the book report has to the reader:
    a. To describe the book.
    b. To communicate something of its quality or lack of it.
4. Avoid the meaningless superlative and the baseless generalization. There is no "best book ever written" and there is no "greatest literary genius who ever lived."

C. The Meaning of Style

1. Only by reading great writing can you develop a feeling for style.
2. Style in writing is not affectation, novelty, artificial coloring, or fashion. It is simplicity and sincerity based upon concern for the reader.
3. Style in writing is that quality which brightens the obscure, makes instruction agreeable, gives depth to the simple, adds distinctiveness to the ordinary, and brings harmony out of discord.
4. Style is only achieved by those who believe in what they write. The heart must know first what words can produce on the page.

III. GUIDELINES FOR REVIEWING MATERIAL AND TAKING TESTS

A. Review by selecting the important subject matter; concentrate on it rather than on the trivial and incidental.

B. Review by listening for hints and helps given by the instructor just prior to the test.

C. Review by predicting questions for the test. Think how questions can be asked on specific subject matter.

D. Review by reorganizing the subject matter into logical divisions. Keep a sense of unity by being aware of relationships among parts.

E. Review by changing your point of view. Let your imagination add interest to the subject.

F. Review by knowing what "question words" mean. Learn what your teacher expects when certain key words are used.

G. When you take the test or examination, read all questions and instructions carefully and repeatedly until you understand exactly what the answer and the presentation of the answer require.

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H. Know the general implications of key and qualifying words in both objective and essay questions. Do not, under any circumstances, make an exception for what the qualifying word asks for.

I. On objective tests give the precise answer; on essay tests give the complete answer. Always remember that quantity without quality will not get a good grade.

J. Observe all rules of neatness, mechanics, and clarity. The attractive paper that is easy to read gets the better grade.

K. Check your paper carefully before you turn it in. Unless you are absolutely sure you have made a mistake, do not change your answers. The first impression, as psychological tests have shown, is more reliable.

L. Improve all future test and examination grades by carefully checking all returned papers. Note your errors and shortcomings so you will not repeat them on the next test (Fogarty, 1981, pp. 137-138).

"CONSUMERISM NOW HAS REACHED THE AMERICAN CAMPUS. CONSUMING STUDENTS ARE READY TO SPOT THE 'LEMON' PROFESSOR OR THE DEPARTMENT THAT DOES NOT PRODUCE 'A PRODUCT' AS GOOD AS IT WAS ADVERTISED TO BE. THEY ARE READY TO SUE OVER THE DEFECTIVE EDUCATIONAL PRODUCTS SOLD AT THE HIGH PRICE OF TUITION" (GUENTHER, 1983, P. 3).

STUDENTS ON ACADEMIC PROBATION

The Role of the Faculty Advisor

Many university personnel who work daily with students on academic probation find that those who are academically dismissed later make relatively common errors in judgment. Many of these students might have stayed in college if they had made different decisions while on probation. Listed below are some student errors occurring most often and the logic students use to make these mistaken judgments. In addition, basic information to help the academic advisor intercede and show the probationary student his mistakes in judgment follows each student error.

ERROR 1 ENROLL IN TOO MANY CREDIT HOURS. Students think they can "get it all back" through one heroic try and, thus, attempt to make the entire grade-point-average improvement in a single quarter.

ASSISTANCE: Students on probation should take fewer credit hours, not more. Students who attempt to make large grade-point-average improvements in one quarter usually find they do poorer work because of the multiplying effects of more quizzes, papers, tests, class hours, etc. A maximum course load for students on probation might be the minimum for full-time student classification (8 hours). A student who earns more average grades makes less grade-point improvement than the student who earns fewer, but higher grades.

ERROR 2 AVOID REPEATING COURSES IN WHICH THEY EARN BELOW-AVERAGE GRADES. Students fear repeating courses they earned below-average grades in and, instead, hope to make up the difference in other courses.

ASSISTANCE: Students who earned below-average grades in courses usually should repeat courses as soon as possible -- at HBU repeated grades replace original grades taken at HBU in calculating the grade-point-average if the repeated grade is higher than the original. For example, a student who repeats an "F" course and receives a "C" has improved his GPA as much as earning an "A" in another course, because the repeated grade replaces the original in calculations. Most students do imporve a grade upon repeating a course because prior exposure to the course makes them aware of expectations and study needs. Unless the student lacks a prerequisite for repeating the course, he usually should repeat the course to improve his grade-point-average and to remove the failure symbolically, if not physically, from his record.

ERROR 3 ATTEMPT TO DROP A COURSE AFTER THE DEADLINE FOR WITHDRAWALS. Students believe they will receive special consideration because of their situation and expect to withdraw to protect their grade-point-average.

ASSISTANCE: An advisor should emphasize that a student cannot withdraw from courses past the established deadline. The last day to drop a course with a "W" grade is usually the end of the seventh week of the quarter. For specific dates, advisors should consult the university calendar in the current HBU Bulletin of Information.

ERROR 4 FAIL TO RESOLVE INCOMPLETE GRADES WITHIN THE TIME LIMIT. Students hope that they can do nothing and have university officials ignore their incomplete grades. Sometimes they fear completion of the grade (i.e., replacement grade for the incomplete) will hurt their chances for continuation at the university.

ASSISTANCE: Students who do not resolve incomplete grades usually suffer more serious consequences then if they resolved the incompletes routinely. At HBU, incompletes change to failures after one academic quarter. Thus, advisors should inform students of the significance of resolved incompletes compared even to mediocre completion.

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ERROR 5 TAKE ADVANCED COURSES WITH A WEAK OR INADEQUATE BACKGROUND. Many students think they must graduate on time and, therefore, must not interrupt the sequence of courses for any reason.

ASSISTANCE: Students sometimes believe they must continue the scheduled sequence of courses in spite of academic difficulties. In rigorous majors, students should repeat some courses, even when they earn passing grades, if they are weak or ill-prepared to continue the sequence. Often students refuse to take a short delay in completing a sequence, which, in turn, may cause a much greater delay if they are dismissed from school for academic reasons. Students should know the difficulty involved in mastering advanced courses in their major and should prepare sufficiently before proceeding.

ERROR 6 TAKE COURSES ON THE ADVICE OF A FRIEND. Students often are "advised" by friends to take courses simply because someone else found these courses met his need.

ASSISTANCE; Students often take courses on the advice of friends. Friends with good intentions may misadvise their peers about courses that are easy and appropriate for some, but difficult and inappropriate for others. The probationary student should place only limited faith in the course selections of friends.

ERROR 7 TAKE ALL OF THEIR EARLY COURSES EXCLUSIVELY IN THE GENERAL EDUCATION AREAS. Students want to get all the basic courses out of the way. The reverse of this is true also. Some students do not want to take any basic courses.

ASSISTANCE: Students frequently feel compelled to complete all general education courses as soon as possible. With this approach, however, a student may become discouraged and lose sight of the relevance of a total education. Thus, an advisor should encourage a probationary student to combine general and major cour work, and when possible, to take at least one in his interest area each quarter.

ERROR 8 SEEK ACADEMIC OR PERSONAL HELP LATE IN THE QUARTER.

Students want to succeed on their own and seek help only when it is too late.

ASSISTANCE: Students often fall prey to the myth of self-reliance. They believe that if they are not totally independent they are somehow unfit or unqualified for higher education. Such an assumption is neither true nor necessary. Students need to know about resources available on campus and to be assured that using support services is expected and encouraged as part of the total academic experience.

Exact advice given an individual student depends, of course, on that student's unique situation and the academic rules and regulations of HBU. Nevertheless, academic advisors who discuss the problems mentioned above with probationary students likely will point out many errors their students may be making. Reducing these common errors should reduce the attrition of students who, with proper academic counseling, will go on to adequate scholastic achievement (Russell, 1981, pp. 56-58).

FACULTY ADVISOR, ARE YOU A VERY EXPENSIVE AND OFTEN INEFFICIENT REGISTRATION CLERK, OR ARE YOU AN INEXPENSIVE AND EFFICIENT EDUCATIONAL ADVISOR AND COORDINATOR (MOORE, 1976, P. 374)?

THE LOW-ACHIEVING ADVISEE: A SELF-INQUIRY ROUTINE FOR ADVISORS

1. Is underachievement a problem with this advisee? Is he underachieving in all areas?
2. What capabilities can I infer from his folder?
3. Has this advisee any physically limiting impediments?
4. Is remedial help available that is free from stigma?
5. Do I really know this advisee's interests? Can I utilize this information for more effective advising?
6. Does this advisee have academic successes? Can I account for his success in some areas, and his lack of success in others?
7. Have I begun to sow seeds of dissatisfaction with complacency?
8. Do I talk with an advisee or to him?
9. Would my assistance in planning a time schedule with the advisee be welcome?
10. Have I had contact with the parents of this advisee? Do they provide support for his efforts?
11. Is this advisee attending class regularly?
12. Does this advisee know how to take notes? Does he use the library?
13. Am I a potent reinforcer? Do my advisees perceive me as a resource?
14. Does this advisee's out-of-class life style support his educational efforts?
15. Does this advisee have solid peer contacts? Is his tour at college a solo performance?
16. Would some other faculty member be more effective as an advisor to this student (Crockett, 1978b, pp. 5.363-5.364)?

1890: HARVARD ESTABLISHED THE "BOARD OF FRESHMAN ADVISORS," A BODY SPECIFICALLY CONCERNED WITH COUNSELING NEW STUDENTS (LEVINE, 1978, P. 506).

SCHOLASTIC DIFFICULTY ANALYSIS FORM

Factors which, in the judgment of the student, are contributing to scholastic difficulty in specific subjects. Please indicate subject (history, biology, etc.) and check appropriate items.

	Subject	Subject	Subject
Do not study........................			
Have reading problem.................			
Do not hand work in on time			
Am excessively absent................			
Am frequently late to class..........			
Do not spend enough time on lessons...			
Have health or other personal problem.			
Do not seek help from teacher.........			
Have poor background for subject......			
Am not interested in subject..........			
Am working too much outside school....			
Have too many outside activities......			
Other................................			
Other................................			
Case unknown.........................			

In conference, the student and I affected the following actions relating to the above:

Student

Advisor

Date

(Brown, 1972, p. 265)

SAMPLE LECTURE NOTES ON TAKING LECTURE NOTES

COURSE: ______________________ DATE: _______________ PAGE # _______

I. Three Reasons for Taking Good Lecture Notes.

- A. To aid in studying for examinations. (Supplements and clarifies textbook.)
- B. To aid in understanding the professor. (His emphasis and evaluation of materials.)
- C. To aid in making a good classroom impression. (Questioning frequently follows lecturing.)

II. Four Rules for Improving the Listening Process.

- A. Rule #1: Be Prepared!
  1. Read textbook assignments beforehand.
  2. Review previous lecture notes beforehand.
- B. Rule #2: Learn Your Professor!
  1. His organization of lectures.
  2. His cues to major points.
- C. Rule #3: Listen-Think-Write!
  1. Be attentive to what is said.
  2. Critically evaluate what is said.
  3. Restate what is said. (Be selective and use your own words.)
- D. Rule #4: Use Proven Procedures!
  1. Standard-size (8 1/2 x 11) looseleaf notebook.
  2. Separate notes from different courses.
  3. Date notes and number pages.
  4. Use standard abbreviations only.
  5. Write legibly and on only one side.
  6. Use underlining and other emphasis marks.

III. Three Forms for Taking Lecture Notes.

- A. Paragraph Form (Poorest but Easiest!)
  1. Little organization -- new paragraph when subject changes.
  2. Likely to copy instructor's statements word-for-word.
  3. Tiring to study -- hard to read solid block of material.
- B. Sentence Form.
  1. A series of numbered statements.
  2. Best for following unorganized lecturer.
  3. Difficult to study -- major and minor topics undifferentiated.
- C. Standard OUtline Form (Best but Hardest!)
  1. Uses Roman numerals, capital letters, Arabic figures, and small letters.
  2. Uses indentation to different depths.

    3. Requires thinking and organizatin to highest degree.
    4. Almost impossible to copy instructor's lecture word-for-word.
    5. Easiest to study -- content is logically organized.

IV. Three Rules for Reviewing Lecture Notes.

- A. Rule #1: Review Lecture Notes Immediately after class!
- B. Rule #2: Cross-reference Lecture Notes and Reading Assignments.
    1. To reinforce learning.
    2. To identify material not understood.
- C. Rule #3: Recite Major Points Covered in Lecture.
    1. To retard forgetting.
    2. To check understanding (Wehe, 1968, p. 88).

SOMETIMES, A FEW SIMPLE RULES CAN UNCOMPLICATE MATTERS!

1. IF YOU OPEN IT, CLOSE IT.
2. IF YOU TURN IT ON, TURN IT OFF.
3. IF YOU UNLOCK IT, LOCK IT UP.
4. IF YOU BREAK IT, ADMIT IT.
5. IF YOU CAN'T FIX IT, CALL IN SOMEONE WHO CAN.
6. IF YOU BORROW IT, RETURN IT.
7. IF YOU VALUE IT, TAKE CARE OF IT.
8. IF YOU MAKE A MESS, CLEAN IT UP.
9. IF YOU MOVE IT, PUT IT BACK.
10. IF IT BELONGS TO SOMEONE ELSE AND YOU WANT TO USE IT, GET PERMISSION.
11. IF YOU DON'T KNOW HOW TO OPERATE IT, LEAVE IT ALONE.
12. IF IT IS NONE OF YOUR BUSINESS, DON'T ASK QUESTIONS.
13. IF IT AIN'T BROKE, DON'T FIX IT.
14. IF IT WILL BRIGHTEN SOMEONE'S DAY--SAY IT!
    (LANDERS, 1983, P. 12).

SEVEN HINTS ON TIME PLANNING

Time is one measure of life wasted. Time saved is life saved. Effective use of time, like effective use of money, is one way to find more enjoyment and more success from our daily living. Each of us has at his command the same amount of time for each week -- exactly 168 hours, no more, no less. Thus it is not the amount of time, but WHAT YOU DO WITH YOUR TIME, that counts most.

The secret of more effective use of time and greater enjoyment of living lies in organizing and planning. Each person will, of course, plan his own 168 hours to harmonize with his unique requirements, inclinations, and interests. But there can be no doubt that wise planning for the use of your time will provide more time for those things you are interested in doing. Each thirty minutes saved through planning is time which can be used to make life richer and better.

Time planning is no magic formula. Its value depends upon study, thought, and effort. The plan suggested here can be a valuable asset to anyone who has the self-discipline to carry it through. To make it work for you, however, you cannot give up and quit after a half-hearted initial effort.

1. BUILD YOUR SCHEUDLE AROUND YOUR FIXED TIME COMMITMENTS. Some activities have fixed time requirements and others are flexible. The most common which you must consider are:
    - FIXED: eating, organizations, classes, church, employment
    - FLEXIBLE: sleeping, study, recreation, personal grooming

2. PLAN SUFFICIENT STUDY TIME TO DO JUSTICE TO EACH SUBJECT. Most college classes are planned to require about two hours of outside work per week per credit hour. By multiplying your credit load by two you can get a good idea of the time you should provide for studying. Of course, if you are a slow reader, or have other study deficiencies, you may need to plan more time in order to meet the competition from your classmates.

3. STUDY AT A REGULAR TIME AND IN A REGULAR PLACE. Establishing habits of regularity in studying is extremely important. Knowing what you are going to study, and when, saves a lot of time in making decisions, finding necessary study materials, etc. Avoid generalizations in your schedule such as "study." Commit yourself more definitely to "study history" or "study chemistry" at certain hours.

4. STUDY AS SOON AFTER CLASS AS POSSIBLE. Check over lecture notes while they are still fresh in your mind. Start assignments while your memory of the assignment is still accurate. Remember, one hour of study immediately after class is probably better than two hours of study a few days later.

5. UTILIZE ODD HOURS FOR STUDYING. Those scattered one or two hour free periods between classes are easily wasted. Using them for studying will result in free time for recreational activities later on.

6. STUDY NO MORE THAN TWO HOURS ON ANY ONE COURSE AT ONE TIME. After studying for two hours, you begin to tire and your ability to concentrate decreases rapidly. To keep up your efficiency, take a break and then switch to studying another subject.

7. BORROW TIME-DON'T STEAL IT. Whenever an unexpected activity arises that takes up time you had planned to use studying, decide immediately where you can trade for "free" time to make up the missed study time and adjust your schedule for that week (Wehe, 1968, p. 86).

> "Oh, to have an eraser that would wipe out painful memories. Not so much of the times when we've been hurt, but those stabbing memories of the times when we've hurt others" (Holmes, 1982, p. 58).

TIPS TO HELP DILATORY PERSONS OVERCOME FREQUENT TARDINESS

Fortunately, chronic tardiness can be overcome. It is a matter of determining whether the problem of being late is caused by psychological factors or whether the problem of being late is caused by a lack of time management skills. A change in behavior will not come overnight especially if the dilatory person has been late all of his life. Correcting tardiness must be accomplished gradually -- one step at a time, like learning to play basketball or establishing new eating habits.

If you are chronically tardy, the tips listed below should assist you in overcoming your problem. You should:

1. Be aware that tardiness is undesirable and causing you and those around you problems.

2. Want to do something about your dilatory actions.

3. Keep a daily diary for three days. Example: "At 7:00 a.m., my alarm went off. At 7:30, I finally dragged my body out of bed. From 7:30 to 8:00, I ate breakfast and glanced through the morning paper. From 8:00 to 8:30, I dressed with an ear tuned to the Today Show on television. At 8:30, I ran to catch the bus. Oops! Not such good timing. I missed it and had a twenty-minute wait for the next bus. At 9:20, I raced from the bus stop to my class."

4. Analyze the diary. Are you getting up too late to accomplish what you must before leaving your home or apartment? Are you daydreaming in bed too long after waking up early? Are you trying to accomplish too many tasks in the allotted time between getting up and getting out the door? Do you have an unrealistic picture of how much time tasks take? For example, do you allow yourself only twenty minutes for the twenty-minute bus ride to school or work, while overlooking the walk to the bus stop and the wait for the bus? If you drive your car to school or work, do you overlook the time needed to find a parking space? Are you taking too much time to decide on the day's wardrobe? Do you spend more time than you really have reading the paper, talking, or watching the morning television shows? Could some of your morning tasks, such as doing dishes and making beds, be put off until night? Could some of the morning tasks be delegated to other members of your household?

5. Take a good look at your environment. Does it help or hurt your timing? Are morning tasks done in as efficient an order as possible? Are cupboards and closets organized to help your time budget?

6. Visualize the ideal morning in which you have accomplished everything you would like to accomplish before leaving for school or work.

7. Assign a time allotment to each task of this ideal morning. Remember that time, like money, is valuable.

8. Compare ideal and real schedules. Rework them until they match.

9. Determine if you need a better understanding of priorities in your morning. Then go through that ideal schedule and divide the tasks into "must do this" and "nice to do this" and "not necessary to do this before class or work."

10. Get the help of others to keep to your schedule. Would it be more efficient for a spouse or older children to do some of the morning tasks? At school or work, would it be more helpful if others did not nag when you arrive late but praise you when you arrive on time to reinforce the positive?

11. Reward yourself for being on time. People respond to rewards. Example: "If I arrive at school or class early, I'll be able to discuss class activities with the professor or classmates." Think positive consequences! "These are the goodies for behavior change."

12. Set your clock and watch ahead. Trick yourself into being on time. (This doesn't work for everyone.)

13. Do not aim for perfection. Your goal should be to arrive a little less late each time.

14. Do not abandon your resolve and accomplishments thus far if you revert one morning and arrive late. Time management is a skill that takes constant practice.

15. Be aware, if time management skills don't correct your tardiness, you may need help in sorting out unconscious feelings that could be behind lateness (Burtoff, 1981, p. 32).

"THE WORDS OF A WISE MAN'S MOUTH ARE GRACIOUS;
BUT THE LIPS OF A FOOL WILL SWALLOW UP HIMSELF"
(ECCLESIASTES 10:12, THE HOLY BIBLE).

Tips for the Learner

HOW TO BE A LISTENER

Few skills are more important to learning than the ability to listen. Any capable student can improve his learning effectivness by cultivating a listening ear.

John Drakeford, in his book *The Awesome Power of the Listening Ear*, suggests some ways to practice the art of listening.

First, decide to be an alert listener. Resist the tendency to "tune-out." Listening is always an active mental process, requiring complete attention to the information being given.

Second, determine the accuracy of all information given and examine the motives of the one giving the information. Seek to understand the reasons the communication is taking place at this particular time.

Third, look for the deeper message given by the facial expressions, gestures, and other body movements of the speaker.

Fourth, evaluate the communication in light of its personal relevance and benefit. Seek to set aside personal biases which block or distort the message.

Fifth, keep interruptions to listening at a minimum. Avoid all unnecessary distractions.

Sixth, anticipate the direction of the speech and mentally forge ahead of the speaker. Compare your insights with his.

Seventh, focus attention on the primary theme of the speech and be aware of material that supports the theme.

Eighth, summarize your thoughts periodically and thus establish a firm basis for future understanding.

Ninth, use all illustrations and examples as reference points for remembering the outline of the speech.

Good listeners do not lean back in a chair with half-closed eyes. Nor do they doodle on a pad or glance impatiently at their watch. Good listeners are alert, relaxed, and guarded against interruptions. Their eyes and mind are focused upon the speaker. Good listeners always seek to give the impression, "Tell me more" (Ryan, 1981, p. 2).

SOME THOUGHTS ON CAREER DEVELOPMENT

Career development is a major concern today. Some of the topics being discussed by students, faculty, administration, and the public which reflect this concern are as follows: relating one's choice of major(s) to getting a job; maintaining academic credibility in the face of economic pressures to become controlled by the job market; and questioning by lawmakers and the public about the relationship between a college degree and the job market.

Below are some suggested practical goals that each student might look at:

One aspect of career development is self-awareness.

Students should...

1. Be able to assess their own interests and values that may affect career decisions.
2. Be familiar with resources available to help persons assess their interests.
3. Be able to assess their own specific abilities that may affect pending career decisions.
4. Be able to associate the abilities they are developing with potential choice of career.
5. Be able to identify ways to improve career and occupational capabilities through extracurricular activities and part-time work.
6. Be able to apply the steps of the decision-making process to career decisions.
7. Be able to identify job characteristics which are important to them.

Another aspect of career development is knowledge of the world of work. Students should...

1. Know types of occupations most likely to satisfy their personal interests and values.
2. Know the major duties and required abilities of jobs in the occupational family of their career choice.
3. Understand differences in responsibilities of various jobs within the occupational family of their career choice.

4. Be aware of the general satisfactions people obtain from various kinds of jobs.

5. Understand that technological, economic, and social changes result in decreases in the availability of some kinds of jobs and increases in others.

6. Understand the value of maintaining a number of occupational alternatives.

A third aspect of career development is skills required to actually obtain a job. Students should...

1. Be able to identify the steps in a process of obtaining a job.

2. Know how to find resources to help them in the job-seeking process.

3. Know ways to evaluate and improve their job-seeking skills.

4. Be aware of generally accepted personnel selection practices.

5. Know several sources they can use to find out about job possibilities.

6. Be able to identify a number of job possibilities for which they are educationally qualified and that require the competencies they have developed.

7. Know how to investigate an organization, institution, business and/or community concerning a job.

8. Be able to evaluate job possibilities considering the job characteristics which are most important to them.

9. Know how the job market operates in specific occupations.

10. Be able to identify the qualifications required for the jobs in which they are interested.

11. Be able to prepare a letter of inquiry and resume, in the appropriate form, that reflect their qualifications for the jobs for which they are applying.

12. Be able to obtain and use references appropriate for the jobs for which they are applying.

13. Be able to identify possible questions they may be asked in interviews.

14. Be able to articulate why they are qualified for the jobs for which they are applying (Crockett, 1988, pp. 332-334).

Different industries employ workers who have different occupational skills.

- *Hospitals require registered nurses, nursing aides, and workers in other occupations that provide health care.*
- *Construction requires bricklayers, carpenters, and other building trades workers.*

Consequently, industry employment growth has a significant effect on the growth of occupations.

Changes in the way an industry produces goods or services also affect occupational employment.

- *For example, the increasing use of computers to process records increases the need for computer programmers and computer systems analysts, but reduces the need for recordkeeping clerks.*

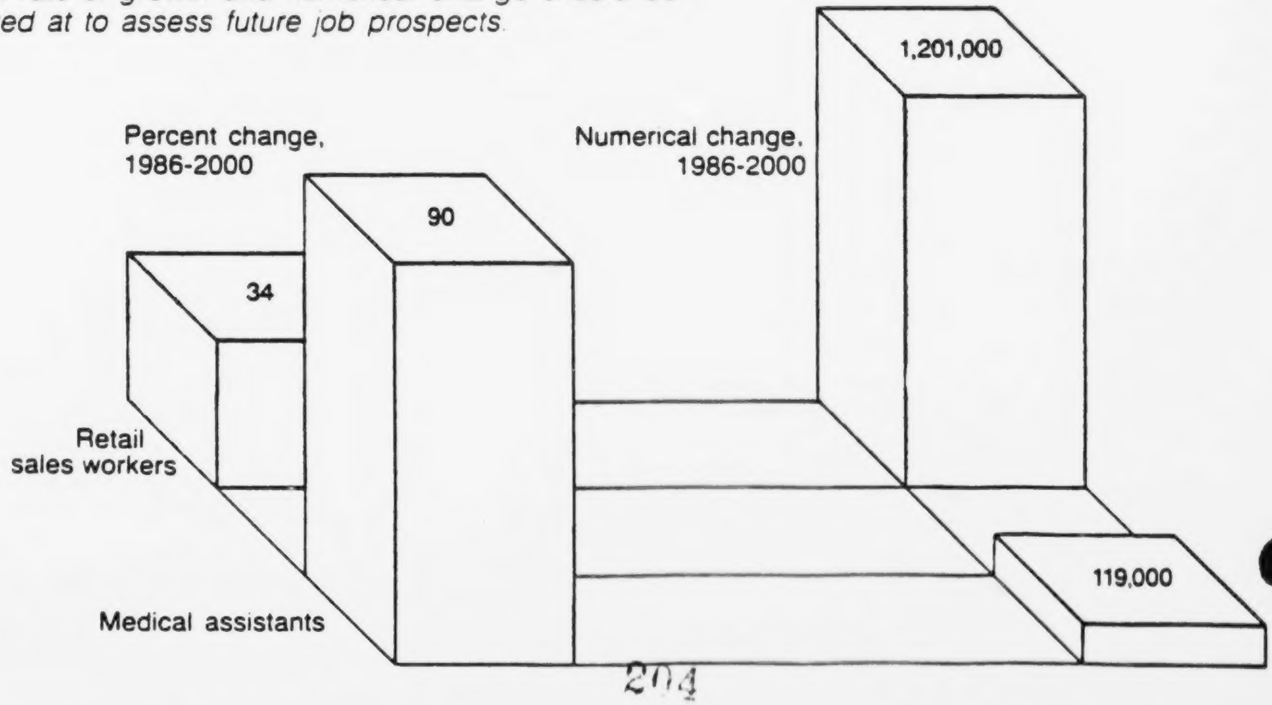
The opportunities provided by occupational employment growth can be viewed in two ways:

- *Rate of growth (percent)*
- *Numerical increase of workers.*

Occupations with fast growth rates generally offer good opportunities.

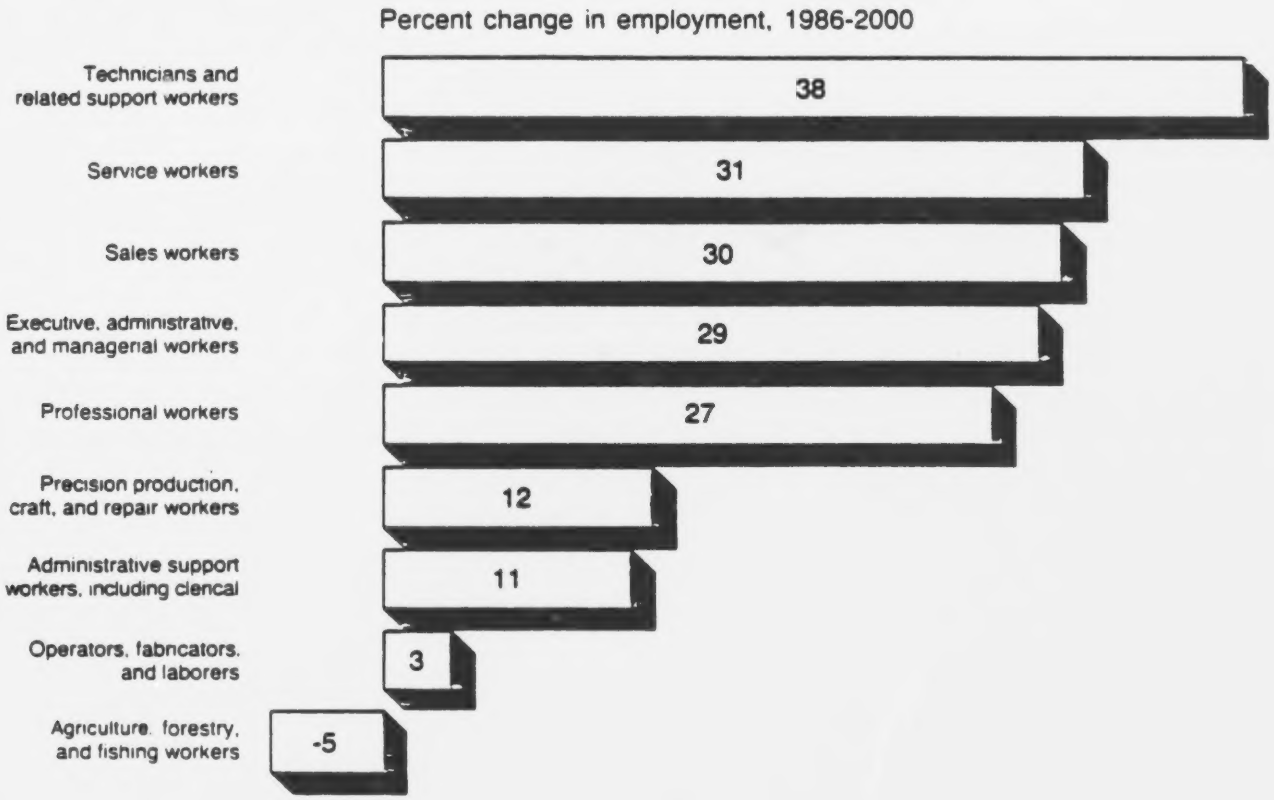
However, large occupations, such as retail sales worker, may offer many more jobs than a small, fast-growing occupation, such as medical assistant.

Both rate of growth and numerical change should be looked at to assess future job prospects.



Changing Employment in Occupations

Occupations will grow an average of 19 percent. Of the broad occupational groups, technician and service occupations will grow the fastest.



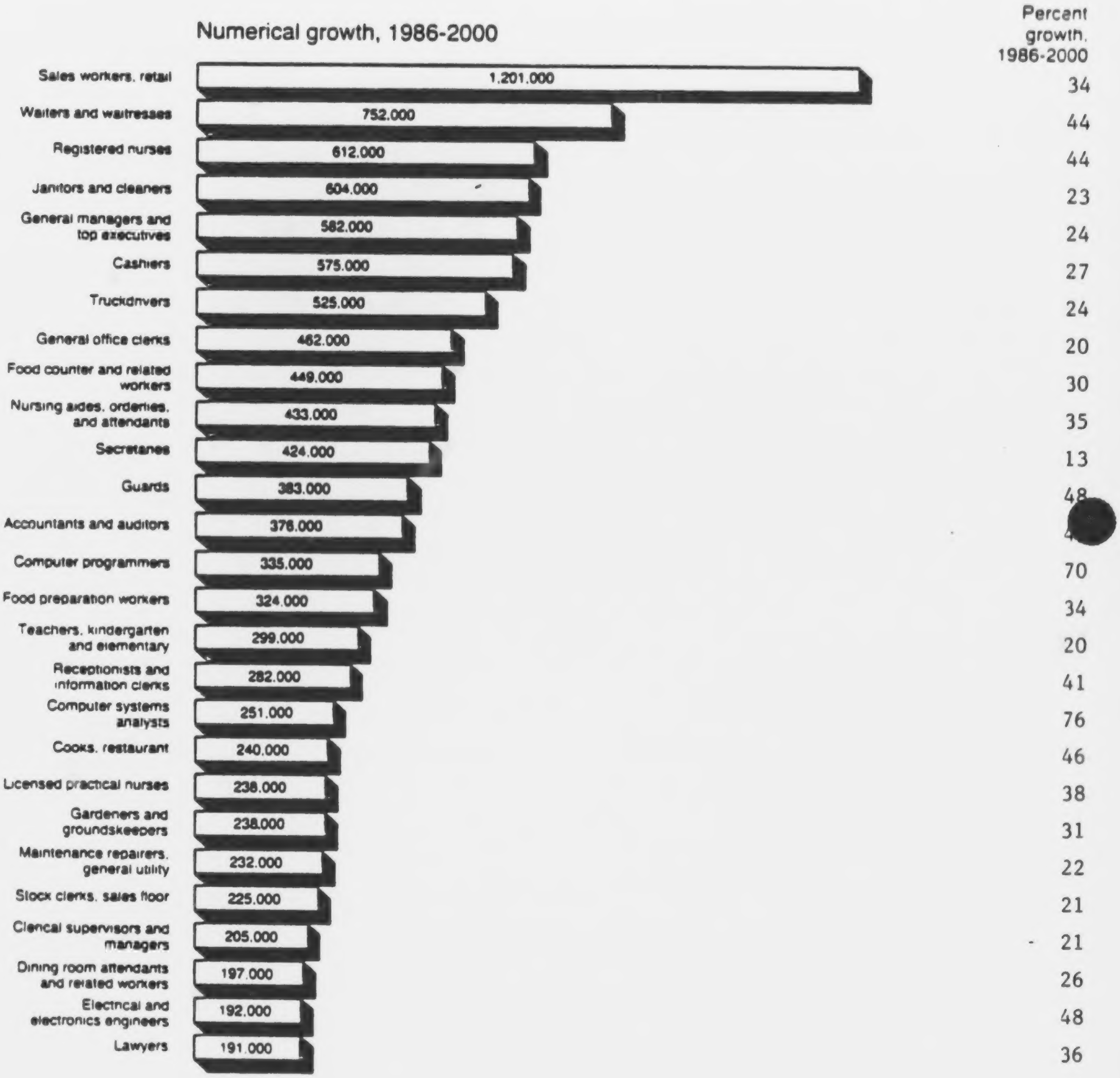
Employment will increase most, in terms of number of workers, in service and sales occupations, but professional and executive occupations will also add millions of jobs

The following is a list of the major occupational groups and the number of jobs each will add between 1986 and 2000:

Service workers	*5,381,000*
Sales workers	*3,728,000*
Professional workers	*3,655,000*
Executive, administrative and managerial workers	*3,033,000*
Administrative support workers, including clerical	*2,258,000*
Precision production, craft, and repair workers	*1,669,000*
Technicians and related support workers	*1,403,000*
Operators, fabricators, and laborers	*443,000*

Agriculture, forestry, and fishing workers will decline by 163,000 over the projected period.

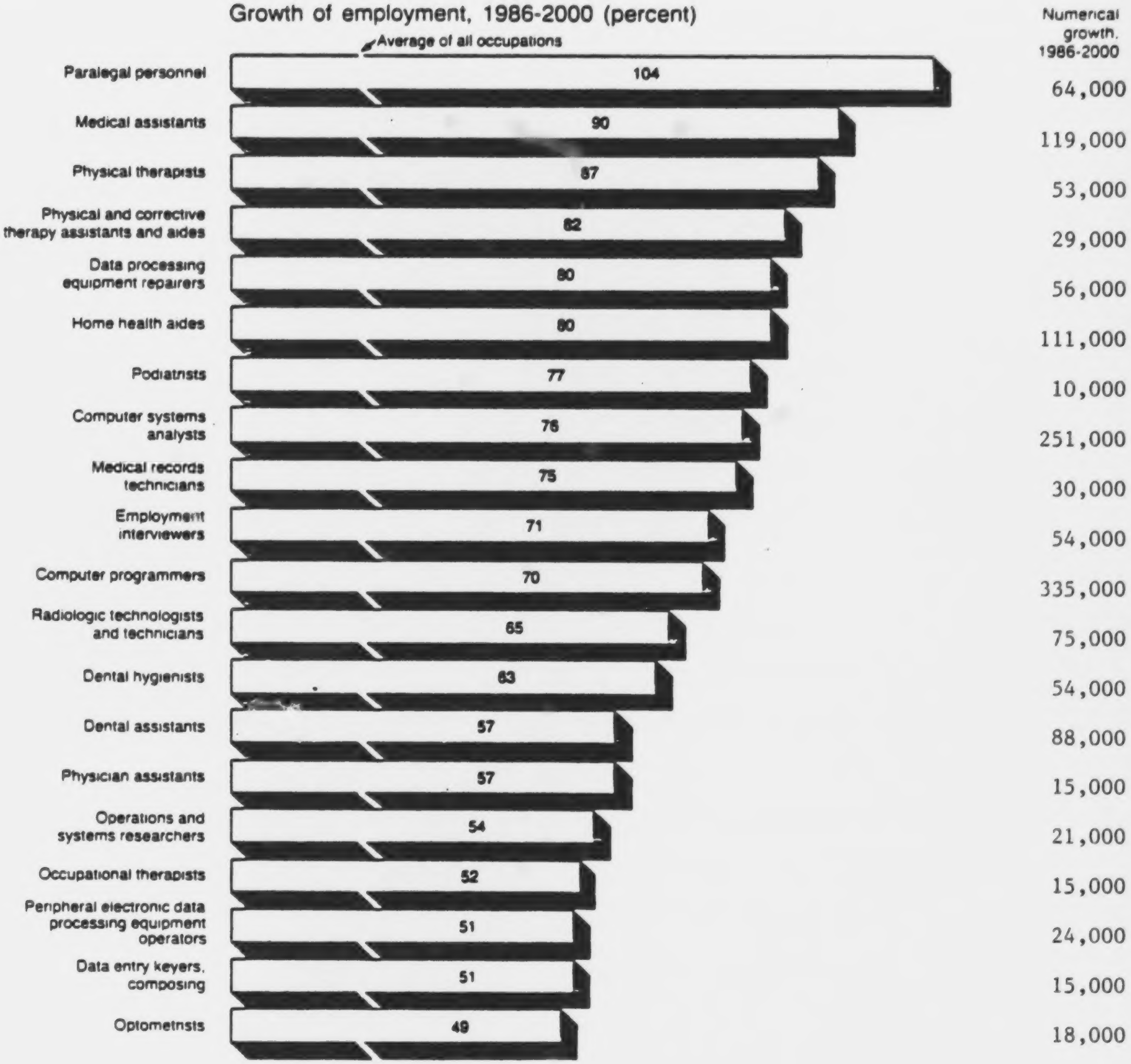
A small number of occupations will account for more than one-half of total job growth.



Most of these occupations are growing faster than the average for all occupations.

Those growing less rapidly are very large, so that the numerical increase is still great.

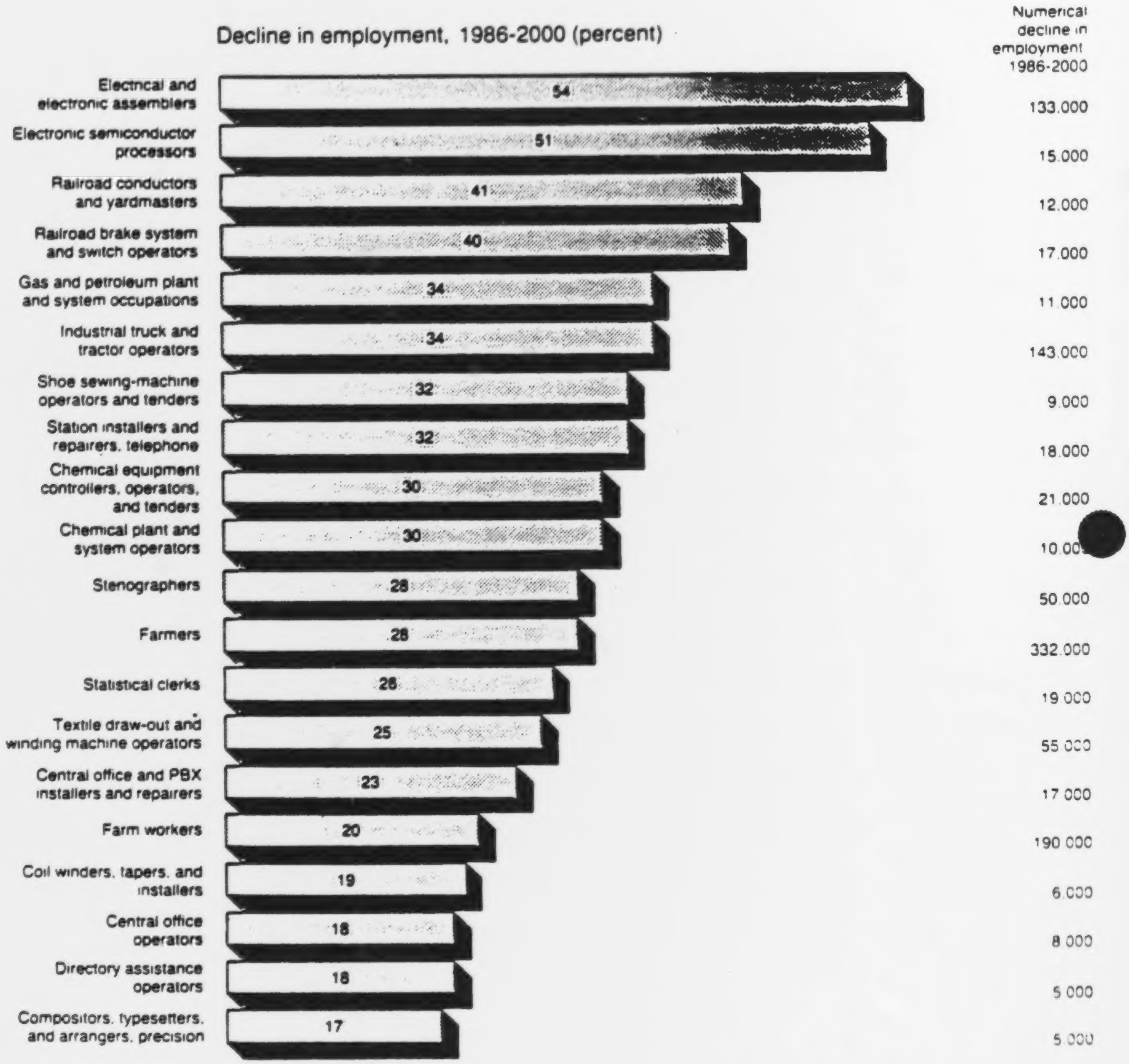
Twelve of the twenty fastest growing occupations provide health services.



The number of paralegal personnel—the fastest growing occupation—is expected to double.

Four of the twenty fastest growing occupations are in the computer field.

Changes in technology and business practices and increased use of imports will cause some occupations to decline.



Most of these occupations have been declining for several years.

THE DO'S OF ACADEMIC ADVISING

1. Appreciate the emotion behind your advisee's words (voice intonation and body language).

2. Constantly try to check your understanding of what you hear (not hear what you want to hear).

3. Do Not interrupt your advisee's sentences. Let him tell his story first.

4. Fight off external distractions.

5. Constantly check to see if your advisee wants to comment or respond to what you have previously said.

6. RELAX - try not to give the impression you want to jump right in and talk.

7. Establish good eye contact.

8. Use affirmative head nods and appropriate facial expressions.

9. Avoid nervous or bored gestures.

10. Intermittantly respond to your advisee with "uh, huh," "yes-s-s," "I see."

11. Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they're saying).

12. Face your advisee squarely. It says that "I'm available to you."

13. Maintain an "open" posture. This is a sign that the helper is open to what the advisee had to say. It is a nondefensive position.

14. Lean towards the other, another indication of availability or involvement.

15. Recognize the advisee's non-verbal behavior. Examples are bodily movements, gestures, facial expressions. Also recognize the para-linguistic behavior. Examples are tone of voice, inflections, spacing of words, emphases and pauses. This will enable you to respond to the advisee's total message and not just words.

16. Recognize verbal behavior of advisee. Be an active listener and listen for feelings and content behind the words, not just the words. Try to recognize if the feeling

of the advisee is anger, happiness, frustration, irritation and see if this conflicts with the words the advisee uses. This will enable you to respond accurately and effectively to the advisee in full perspective.

17. Offer reflections on what the student is feeling, based on the advisor's observations. Example: "I sense you are kind of tense about this."

18. Self-disclosure which can support the student's experience. Example: "I remember how nervous I was the first time I went in to see an advisor."

19. Offer reflections on what the student is saying. Example: "I hear you saying that you aren!t completely sure this is the right major for you."

20. Indirect leads allow the student to choose the direction of the discussion. Example: "What would you like to talk about today?"

21. Direct leads help the student to further explore a specific area. Example" "Can you tell me more about your thoughts on changing your major?"

22. Focusing helps the student zoom in on a particular issue after many issues have been presented. Example: "We're talking about a lot of things here, which one is most important for you to work on now?"

23. Asking questions using "what" or "how" can help the student give more than "yes", "no", "because", or "I don't know" answers. Example: "What do you like about this major and what don't you like" (Crockett, 1988, pp. 313-314)?

1828: Kenyon College introduced faculty advising. Each student was teamed with one member of the Kenyon faculty (Levine, 1978, p. 503).

THE DON'TS OF ACADEMIC ADVISING

1. TALKING. You can't listen while you are talking.

2. NOT EMPHATHIZING WITH THE OTHER PERSON. Try to put yourself in his place so that you can see what he is trying to get at.

3. NOT ASKING QUESTIONS. When you don't understand, when you need further clarification, when you want him to like you, when you want to show that you are listening. But don't ask questions that will embarrass him or show him up.

4. GIVING UP TOO SOON. Don't interrupt the other person; give him time to say what he has to say.

5. NOT CONCENTRATING ON WHAT HE IS SAYING. Actively focus your attention on his words, ideas, and feelings related to the subject.

6. NOT LOOKING AT THE OTHER PERSON. His face, mouth, eyes, hands, will all help him to communicate with you. They will help you concentrate, too. Make him feel that you are listening.

7. SMILING AND GRUNTING INAPPROPRIATELY. Don't overdo it.

8. SHOWING YOUR EMOTIONS. Try to push your worries, your fears, your problems outside the meeting room. They may prevent you from listening well.

9. NOT CONTROLLING YOUR ANGER. Try not to get angry at what he is saying; your anger may prevent you from understanding his words or meaning.

10. USING DISTRACTIONS. Put down any papers, pencils, etc. you may have in your hands; they may distract your attention.

11. MISSING THE MAIN POINTS. Concentrate on the main ideas and not the illustrative material; examples, stories, statistics, etc. are important but are usually not the main points. Examine them only to see if they prove, support and define the main ideas.

12. REACTING TO THE PERSON. Don't let your reactions to the person influence your interpretation of what he says. His ideas may be good even if you don't like him as a person or the way he looks.

13. NOT SHARING RESPONSIBILITY FOR COMMUNICATION. Only part of the responsibility rests with the speaker; you as the listener have an important part. Try to understand. If you don't, ask for clarification.

14. ARGUING MENTALLY. When you are trying to understand the other person, it is a handicap to argue with him mentally as he is speaking. This sets up a barrier between you and the speaker.

15. NOT USING THE DIFFERENCE IN RATE. You can listen faster than he can talk. Use this rate difference to your advantage by trying to stay on the right track, anticipating what he is going to say, thinking back over what he has said, evaluating his development, etc. Rate difference: speech rate is about 100 to 150 words per minute; think rate is about 250 to 500 words per minute.

16. NOT LISTENING FOR WHAT IS NOT SAID. Sometimes you can learn just as much by determining what the other person leaves out or avoids in his talking as you can by listening to what he says.

17. NOT LISTENING TO HOW SOMETHING IS SAID. We frequently concentrate so hard on what is said that we miss the importance of the emotional reactions and attitudes related to what is said. A person's attitude and emotional reactions may be more important than what he says in so many words.

18. ANTAGONIZING THE SPEAKER. You may cause the other person to conceal his ideas, emotions, and attitudes by antagonizing him in any of a number of ways: arguing, criticizing, taking notes, not taking notes, asking questions, not asking questions, etc. Try to judge and be aware of the effect you are having on the other person. Adapt to him. Ask for feedback on your behavior.

19. NOT LISTENING FOR HIS PERSONALITY. One of the best ways to find out information about a person is to listen to him talk. As he talks, you can begin to find out what he likes and dislikes, what his motivations are, what his value system is, what he thinks about everything and anything that makes him tick.

20. JUMPING TO ASSUMPTIONS. They can get you into trouble in trying to understand the other person. Don't assume that he uses words in the same way you do; that he didn't say what he meant; that he is avoiding looking you in the eyes because he is telling a lie; that he is trying to embarrass you by looking you in the eye; that he is distorting the truth because what he says doesn't agree with what you think; that he is lying because he has interpreted the facts differently from you; that he is unethical because he is trying to win you over to his point of view; that he is angry because he is enthusiastic in presenting his views. Assumptions like these may turn out to be true, but more often they just get in the way of your understanding.

21. CLASSIFY THE SPEAKER. It has some value, but beware. Too frequently we classify a person as one type of person and then try to fit everything he says into what makes sense coming from that type of person. He is a Republican. Therefore, our perceptions of what he says or means are all shaded by whether we like or dislike Republicans. At times it helps us to understand people to know their position, their religious beliefs, their jobs, etc., but people have the trait of being unpredictable and not fitting into their classifications.

22. MAKE HASTY JUDGMENTS. Wait until all the facts are in before making any judgments.

23. DON'T ALLOW RECOGNITION OF YOUR OWN PREJUDICE. Try to be aware of your own feelings toward the speaker, the subject, the occasion, etc. and allow for these prejudgments.

24. DON'T IDENTIFY TYPE OF REASONS. Frequently it is difficult to sort out good and faulty reasoning when you are listening. Nevertheless, it is so important to a job that a listener should lend every effort to learn to spot faulty reasoning when he hears it.

25. DON'T EVALUATE FACTS AND EVIDENCE. As you listen, try to identify not only the significance of the facts and evidence, but also their relatedness to the argument (Crockett, 1988, pp. 315-316).

"DON'T BE AFRAID TO BE FRIENDLY. YOU'LL BE HELPING SOMEBODY ELSE AS WELL AS YOURSELF" (HOLMES, 1982, P. 58).

THIRTY REMINDERS FOR EFFECTIVE ADVISING

1. Care about advisees as people by showing empathy, understanding, and respect.
2. Establish a warm, genuine, and open relationship.
3. Evidence interest, helpful intent, and involvement.
4. Be a good listener.
5. Establish rapport by remembering personal information about advisees.
6. Be available; keep office hours and appointments.
7. Provide accurate information.
8. When in doubt, refer to catalog, advisor's handouts, student handbook, etc.
9. Know how and when to make referrals, and be familiar with referral sources.
10. Do not refer too hastily; on the other hand, do not attempt to handle situtations for which you are not qualified.
11. Have students contact referral sources in your presence.
12. Keep in frequent contact with advisees; take the initiative; do not always wait for students to come to you.
13. Do not make decisions for students; help them make their own decisions.
14. Focus on advisees' strength and potentials rather than limitations.
15. Seek out advisees in informal settings.
16. Monitor advisees' progress toward education goals.
17. Determine reasons for poor academic performance and direct advisees to appropriate support services.
18. Be realistic with advisees.
19. Use all available information sources.
20. Clearly outline advisees' responsibilities.
21. Follow up on commitments made to advisees.

22. Encourage advisees to consider and develop conversations for future reference.

23. Keep an anecdotal record of significant conversations for future reference.

24. Evaluate the effectiveness of your advising.

25. Do not be critical of other faculty or staff to advisees.

26. Be knowledgeable about career opportunities and job outlook for various majors.

27. Encourage advisees to talk by asking open-ended questions.

28. Do not betray confidential information

29. Categorize advisees' questions; are they seeking action, information, or involvement and understanding.

30. Be yourself and allow advisees to be themselves (The American College Testing Program, 1979a, p. 4.138).

ACADEMIC ADVISING DEPENDS HEAVILY ON ACADEMIC RECORDKEEPING (BONAR, 1976B, P. 402).

SECTION THREE

HOUSTON BAPTIST UNIVERSITY

ADVISOR RESPONSIBILITIES - 1988-89

I. Individual Student Advisement

The number of advisees assigned to each advisor varies with the type of commitment arranged for the individual advisor. In most instances, the advisement load includes students of all classifications (freshman, sophomore, junior, senior, and special) and students of all levels of scholastic standing (Academic Warning, Academic Warning Continued, Probation, Probation Continued, Honorable Mention, Honor Roll, and Dean's List). Advisees on academic warning or probation should receive early and careful attention; their academic progress should be monitored with utmost care.

While one goal of the advisor/advisee relationship is to encourage student-initiated contacts, a minimum number of advisor-initiated contacts are expected. "Intrusive Advisement" is an appropriate and successful way to approach the advisor/advisee relationship.

II. Minimum Contacts

Fall Quarter 1988

A. Arrange an initial contact with all advisees early in the quarter. The first contact should occur no later than October 21, the last day a student can drop a course. If at all possible, the initial contact for individual advisees on academic warning or probation should occur before the end of the add period; the last date to add courses is Thursday, September 8. The advisor's responsibilities during the first meeting include getting acquainted, defining roles, and setting expectations.

B. Contact advisees for a general information advisement session during the quarter. Discuss academic progress, educational/career goals, special needs, etc.

C. Have an advisement contact during Early Registration Advising for the Winter Quarter, October 17-21. Determine the course load and schedule of classes; sign the registration process form; etc.

Winter Quarter 1988-89

A. Contact all advisees early in the quarter -- no later than January 27, 1989, the last day a student can drop a course. Contact with probation students should occur before the end of the add period; the last date to add courses is Thursday, December 1, 1988.

B. Contact advisees for a general information advisement session during the quarter. Discuss academic progress, educational/career goals, special needs, etc.

C. Contact advisees during the week of Early Registration Advising for the Spring Quarter. January 16-20, 1989. Determine the schedule for each advisee and sign the registration process form.

Spring Quarter 1989

A. Contact all advisees early in the quarter -- no later than April 21, the last day a student can drop a course. Contact probation students before the end of the add period; the last date to add courses is Thursday, March 9.

B. Contact advisees for a general information advisement session during the quarter. Discuss academic progress, educational/career goals, special needs, etc.

C. Have an advising session during Early Registration Advising for the Summer and Fall Quarters, April 10-14, 1989. Determine each advisee's course load and schedule of classes; sign the registration process form; etc.

III. Each Quarter

A. Review each advisee's grades from the previous quarter. Advisor copies of the grades are usually available the first week of each new quarter. Record or have the grades recorded on the "Smith College of General Studies Academic Record Card" in each student's folder.

B. Review the list of your advisees who are presently enrolled for the current quarter. Compare this list with your copy of the list from the previous quarter. Determine students not presently enrolled and perhaps make contact with those non-returning students. Also, determine those students having academic difficulty for specific advising and monitoring.

C. Review the list of your advisees who are on academic warning or probation and who are currently enrolled. Please advise these students carefully and have frequent contacts with them.

WHAT SHOULD ADVISORS BE EXPECTED TO DO AT HBU?

_____ Have an advising folder from the Smith College Office for each advisee. The advising folder should contain pertinent information about the advisee's educational history. The folder should be updated regularly by including grade/transcript summaries sent at the end of each quarter and should include interview sheets wth dated records of all actions and discussions of significance. Notes may be made in the folder of failure to appear for appointments, any academic difficulties, choice of vocational preference, decision to change major, or any other appropriate comments. Questions about and assistance with folders may be directed to the Smith College office.

_____ Be available to students on a regular basis. For example, post a schedule of office hours for advising conferences.

_____ Establish friendly relationships and rapport.

_____ Discuss long range and vocational and educational goals and assist in planning course schedules.

_____ Discuss general adjustment to college.

_____ Help resolve academic difficulties.

_____ Know about and keep resource materials (such as the Undergraduate Catalog) on hand to answer questions about academic policies. Other useful resources are this Handbook, the academic calendar, and class schedule books.

_____ Know about resource persons to whom to refer students or contact directly for information and advice--dean's office, Registrar's Office, etc.

_____ Be informed about the Counseling Center in the event referral is indicated. Dr. Flake can assist you with questions and referrals.

_____ Know resources and opportunities available to facilitate in-class and extracurricular learning. Examples include facilities in the Student Affairs Office, Concert and Lecture Series, etc.

_____ Send occasional invitations via campus mail to advisees living in student housing encouraging them to come in for a brief conversation to see how they are doing.

_____ Help in the decision-making process in regard to course choice, vocational indecision, or personal problems (Fogarty, 1981, p. 5).

ENGLISH PLACEMENT GUIDELINES

Advisors are asked to enroll freshmen in the appropriate English courses (i.e., English 1303; English 1313; English 1214, 1224, 1234; or English 1404) on the basis of the following guidelines:

1. Place in English 1303 entering freshmen scoring below 40 on the TSWE and below 18 on the English section of the ACT.

2. Place in English 1313 students scoring 40 or above on the TSWE or 18 or above on the ACT.

3. Place entering freshmen with no available scores in English 1303.*

* All freshman English teachers will assign an in-class essay on the first day their classes meet. On the basis of these essays, students may be reassigned from 1303 to 1313 or from 1313 to 1303. The majority of the 10% of the entering freshmen who have taken neither test are GED students, students who have been out of school for many years. Most of the students falling into these three categories will not be proficient in basic writing skills and will remain in English 1303.

4. Entering foreign students whose TOEFL scores are below 600 must take English 1404 and Speech 1304.

5. Non-native English speakers who received a grade of P in English 1404 should enroll in 1214, 1224, or 1234. A grade of P means that the student should take at least one additional writing laboratory.

6. After successful completion of English 1404 or of English 1214, 1224, 1234, the student should take 1303 unless otherwise advised by a committee of the Languages Department.

7. Advisors should urge every student to take the English Proficiency Exam as soon as the student becomes eligible.

   Eligibility Requirements

   All students, with the exception of Nursing majors, are eligible to take the English Proficiency Exam when they have passed the 12 hours of the Smith College English requirements.

   Nursing majors are eligible when they have passed 9 hours of the Smith College English requirement.

   ADN students are eligible when they have completed English 1313 and English 1323.

GUIDELINES FOR STUDENTS TAKING THE ENGLISH PROFICIENCY EXAMINATION

I. The English Proficiency Examination will be administered once each quarter in Mabee Teaching Theater at 3:30 p.m. on the first Wednesday of the first week of classes. The two summer terms are considered as one quarter.

II. With the exception of nursing students, all students taking the examination must have successfully completed ENGL 1313, ENGL 1323, ENGL 2313, AND ENGL 2323. Before taking the examination, nursing students in the B.S.N. program must have completed ENGL 1313, ENGL 1323 and either ENGL 2313 or ENGL 2323; students in the A.D.N. program must have completed ENGL 1313 and ENGL 1323.

III. The student must submit a verification form to the English Department (T-214) no later than 12:00 p.m. on the last Friday of classes (i.e., the Friday before final examinations of the preceding semester).

IV. Students must bring an HBU identification card or a Texas driver's license and writing material to the examination. The students may also bring dictionaries.

V. Any student failing the examination twice must, before taking the examination a third time, officially audit and successfully complete the requirements for one of the following courses: ENGL 1214, ENGL 1224, ENGL 1234, ENGL 1303, OR ENGL 1313. The decision concerning the appropriate course should be made in consultation with the student's assigned examination advisor.

VI. Every student is encouraged to attend the lecture "Techniques for Achieving Success on the English Proficiency Examination" offered by the Department. Students wanting additional help in preparing for the English Proficiency Examination should see Dr. Lawrence in the Writing Lab.

VII. The results of the examination will be posted in the Department of Languages, with copies sent to Drs. Nash, Huckabay, Byrnes, Looser, and Peavy.

VIII. In order to receive a passing grade on the English Proficiency Examination, a student must be able to write an essay within two hours which conforms to the following standards:

A. Content and organization

1. A well organized and adequately developed essay will contain at least five paragraphs, including an introduction, at least three developmental paragraphs, and a conclusion.

2. In the first paragraph, the essay will contain a clearly stated thesis that responds to the assigned topic.
3. Each developing paragraph will contain a topic sentence that supports the thesis.
4. Each developing paragraph will effectively support and develop the controlling idea of the paragraph.

B. Grammar and mechanics

1. The essay will be largely free of such technical errors as
    a. the incorrect use of the apostrophe or of the possessive
    b. the omission of necessary commas or the insertion of unnecessary commas
    c. the consistent misspelling of common words
    d. the use of the second person
    e. inadequate pronoun reference
    f. the consistent use of non-standard word form or order
    g. the repeated use of any constructions that would lead to misreading

    Papers containing more than three (3) such errors will not receive a passing grade.

2. The essay will be largely free of such major errors as
    a. the fragment
    b. the comma splice
    c. the fused (run-on) sentence
    d. subject-verb disagreement
    e. pronoun-antecedent disagreement

    An essay containing any two (2) of these errors will automatically fail.

"FOR TO ONE IS GIVEN THROUGH THE SPIRIT THE WORD OF WISDOM, AND TO ANOTHER THE WORD OF KNOWLEDGE, ACCORDING TO THE SAME SPIRIT" (1 CORINTHIANS 12:8, THE HOLY BIBLE).

GROUNDRULES FOR FRESHMAN MATHEMATICS ADVISING

BA Candidates

1. Students with SAT math scores below 400 or ACT standard scores below 18 must take Math 1304 before enrolling in Math 1313.
2. Students with SAT math scores above 400 or ACT standard scores below 18 should take Math 1313.

BS Candidates

1. Students with SAT math scores below 400 or ACT standard scores below 18 must take Math 1304 before enrolling in science courses.
2. Students with SAT math scores above 400 or ACT standard scores above 18 should enroll in an appropriate science course.

Advanced Credit

1. Students scoring 550 or above on the National College Board Achievement (Level I) Math Test will be given credit for Math 1313.
2. Students scoring 550 or above on the National College Board Achievement (Level II) Math Test will be given credit for Math 1323.

Priorities

1. It is critically important that students needing Math 1304 take it in the quarter immediately preceding the quarter they start Algebra, or any science course.
2. BA candidates needing Math 1304 should be advised to take it in the Winter Quarter, if possible.
3. BS candidates needing Math 1304 should take it in the Fall Quarter to be able to begin science courses in the Winter Quarter.

HOUSTON BAPTIST UNIVERSITY
7502 FONDREN ROAD • HOUSTON, TEXAS 77074-3298 • PHONE 774-7661

Department of
Christianity and Philosophy

TO: All Faculty Advisors

FROM: A.O. Collins, Department of Christianity and Philosophy

DATE: April 10, 1985

The Department of Christianity and Philosophy asks that you keep in mind the following matters as you advise your students:

1. Students should take Christianity courses in sequence:
    - Old Testament CHRI 1313
    - New Testament CHRI 1323
    - Christian Doctrine CHRI 2333

   If this is a problem, contact Dr. Collins.

2. Remember that the Bulletin of Information states that BOTH Old Testament and New Testament are PREREQUISITES for taking Christian Doctrine.

3. Because Philosophy is such a meaningful preparatory course for any major in the liberal arts, please advise students to take at least one course in Philosophy. Courses in Philosophy now are required for a major in Christianity.

4. All Christianity majors and/or church vocations students should seek an advisor from the Christianity Department in order to be properly guided in academic pre-seminary courses. Dr. Robert Newell and the Center for Exploring Ministry Careers should be aware of and should be able to give vocational guidance to all church vocations students from the time they enter our university.

5. A pre-seminary track in the Christianity major is now provided, designed specifically to prepare the student planning to pursue graduate studies. Proficiency in these courses makes it possible for select students to receive credit through testing for certain first-year seminary courses.

SUGGESTIONS FOR ADVISING STUDENTS INTERESTED IN BECOMING TEACHERS

1. These suggestions apply to undergraduate students only. All special post-baccalaureate and graduate students seeking certification are advised by Dr. Shields (Office A10).

2. All degree plans for education students have the 12 semester hours Social Studies block completely filled with required courses, as shown below:

HIST 2313, 2323	U.S. HISTORY
POLS 2313	AMERICAN/TEXAS GOVERNMENT
CISM 1321	COMPUTER INFORMATION SYSTEMS

   Students may be placed in these courses as freshmen as no prerequisite is required. Permitting them to take courses other than those listed above to satisfy the Smith College requirements may ultimately force them to earn more than 130 hours to graduate.

3. Education 3313 or Psychology 3313, Human Growth and Development, is not to be taken by students in Education with less than 63 semester hours. Nursing and Psychology students are to register for CDEV/PSYC 3313, Human Growth and Development.

4. At the time of the filing of the degree plan, a student is to be advised of the membership recommendation in the Student Education Association (or another approved professional experience) for two years, to pass the English Proficiency Examination (and Spanish for bilingual education majors) prior to student teaching, and to plan for student teaching.

5. Students are requested to apply for student teaching and confer with a member of the Education Faculty in the academic year preceding their student teaching.

6. Only certain approved majors may be chosen by the students for certification. The current catalog should be consulted to determine which fields may be selected.

7. Any member of the Education Department faculty will be happy to assist a student in choosing teaching fields and sequencing courses.

8. There are three basic teaching certificates available at HBU. They are:

   a. Elementary (Grades 1-6)
   b. Secondary (Grades 6-12)
   c. All level (Grades 1-12)

9. Teaching certificates available in the graduate program include:

    a. Mid-Management Administrator (Principal)
    b. School Counselor
    c. Reading Specialist
    d. General Studies
    e. ESL/Bilingual
    f. Educational Diagnostician
    g. Generic Special Education

10. Anyone entering teacher education must take and pass the Pre-Professional Skills test (PPST) prior to completion of more than 6 semester hours of education courses. (Inquire in Education Office - Office A-8.) EXCET testing will be required prior to the student being recommended for certification. Details are available from Education Faculty as they are approved by Texas Education Agency.

"THE REWARDS OF ADVISING ARE PERSONAL. THE NICEST PART IS SEEING THE STUDENT DEVELOP OVER THE YEARS - BECOME INDEPENDENT. IN THE BEGINNING YOU'RE TELLING THE STUDENTS. BY THE FOURTH YEAR, IF YOU'VE DONE A GOOD JOB OF ADVISING, THE STUDENT IS TELLING YOU" (COLLEGE OF SCIENCES AND HUMANITIES, UNDATED, P. 1).

GUIDELINES FOR ADVISING MUSIC STUDENTS

1. If a student is academically strong (and has received credit for courses through CLEP or other advanced placement), he should be advised to take two SCR (Smith College Requirement) courses per quarter, other than PHED, from the beginning.

2. Students who have more difficulty academically and who would likely do poorly carrying two SCR courses with a full music load should be advised to take one SCR course (or one in addition to a PHED course) and to limit their load to 12 hours per quarter. At the same time, they should be advised that such a track will undoubtedly require one or two summer sessions or five years to complete.

3. Students who are working in a church or other job more than 10 hours per week should be advised from the beginning to expect to take a minimum of five years to graduate, to take only one SCR course per quarter, and to limit their load to 11 hours per quarter.

4. In the event that a student should be advised to take no SCR course, the advisor should send a memo to Dr. Ford explaining the circumstances for such action. Without such a memo, the registration will be questioned.

The above should result in a policy which enables a student to excel academically as he formulates a degree plan within a more flexible framework. Such flexibility should allow one to determine a time-frame which would best accommodate work load, academic acumen, financial solvency, and personal situation, thus enhancing one's chances of doing very well in all areas of collegiate endeavor.

NOTE: Private music lessons must be scheduled through the Music School.

"ADVISING IS THE BEST WAY
TO BECOME EDUCATED
ABOUT THE UNIVERSITY"
(COLLEGE OF SCIENCES AND
HUMANITIES, UNDATED, P. 1).

HBU'S CHORAL ENSEMBLES

One Credit ensembles open to all who qualify - - - -

NOT RESTRICTED to Music Majors.

Please send student to Dr. Wehr (A29, ext. 2253) or Dr. Reid (A32, ext. 2255) for further information.

UNIVERSITY CHORUS (1:40-2:55 TTh) Mabee Theater

MUVE 0101 -- 40 to 60 mixed voices. Rehearsal and performance of several larger works for chorus and orchestra. Open to all students and faculty families. Voice check required for section placement. Scheduled each quarter.

UNIVERSITY SINGERS (12:15-1:30 MWF) Room A-244

MUVE 0141 -- 30 to 40 voices. Rehearsal and performance of the finest music written for the select choral ensemble, both on and off campus. Musicians from this choir are chosen to participate in highly select vocal ensembles such as Joyful Sound. By audition only. Scheduled each quarter.

"THERE IS NO THRILL QUITE LIKE DOING SOMETHING YOU DIDN'T KNOW YOU COULD" (HOLMES, 1982, P. 58).

HBU INSTRUMENTAL ENSEMBLES

OPEN to all instrumentalists - both music major AND non-music major

ONE HOUR CREDIT for each ensemble

Please send interested students to Robert Zwick (Band Room) or Robert Linder (Music Office).

SYMPHONIC BAND - MWF (12:00-13:10)

MUIE 0101.01 A large symphonic grouping of all band instruments for the purpose of performing the band literature in concert. Concerts are performed on campus and off, with a minimum of extracurricular responsibilities.

JAZZ BAND - TTh (11:15-13:00)

MUIE 0181.01 A jazz-oriented ensemble open to all students. Musical styles include jazz, rock, swing, Latin, and ballads. Concerts are performed on campus and off, ALONG WITH APPEARANCES AT JAZZ FESTIVALS, WITH A MINIMUM OF EXTRACURRICULAR RESPONSIBILITIES.

UNIVERSITY ORCHESTRA - T (19:00-22:00)

MUIE 0121.01 A symphony orchestra with a complete orchestral instrumentation performing a varied repertoire, including operatic and choral works. Membership by audition only.

HUSKY BRASS - (Winter Quarter Only)

MUIE 0101.01 Small pep band which performs for all HBU home basketball games. All members must be enrolled in the Symphonic Band also. The Husky Brass travels with the team several times each year.

MANY EXCELLENT HIGH SCHOOL BAND STUDENTS ARE ATTENDING HBU MAJORING IN ONE OF OUR FINE DEGREE PROGRAMS OTHER THAN MUSIC. PLEASE HELP US TO KEEP BAND IN THEIR LIVES.

HOUSTON BAPTIST UNIVERSITY
7502 FONDREN ROAD • HOUSTON, TEXAS 77074-3298 • PHONE 774-7661

College of Fine Arts
Office of the Dean

MEMORANDUM

TO : Jerry Ford, Dean of Smith College

FROM : Robert Linder

SUBJECT: Advising BA/BS candidates (Music second major)

All freshman and transfer students who list "Music" as their second major should be sent to the Music Office for advising before completing their registration. The academic advisor may help the student select up to 7 hours of non-music courses, but approximately 6 hours should be reserved for Music courses each quarter.

Placement tests and auditions are also necessary for all new music students.

RL/mlk

Robert Smith

"NOBODY GETS MORE OUT OF A SURPRISE
PARTY THAN THE PEOPLE WHO PLAN IT"
(HOLMES, 1982, P. 58).

NOTES TO ADVISORS OF INTERNATIONAL STUDENTS

1. TOEFL (Test of English as a Foreign Language)

   The TOEFL is the admitting examination for international students. Houston Baptist University requires a TOEFL score of 550, which is in keeping with the guidelines for admitting international students.

   Students with TOEFL scores of over 600 are admitted to full academic programs. Those with scores between 550 and 599 are admitted to partial academic programs, semi-intensive English, and Speech for International Students.

2. Academic Load for International Students

   International students on student visas must be enrolled as full-time students, that is, for a minimum of 8 semester hours. For the first quarter, English 1404 (English for Speakers of Other Languages), and Speech 1304 (Voice and Diction for International Students) are required, unless students place out of them through those departments. In addition, students may opt to take Physical Education (one hour) and/or an academic course (three hours). A non-verbally oriented course, such as mathematics is recommended for the first quarter.

3. English Requirements for International Students

   International students with TOEFL scores of 550 to 599 enroll in English 1404 (English for Speakers of Other Languages), a semi-intensive English course that meets five days a week (class and writing laboratory). At the end of English 1404, a committee of English teachers determines if the student needs further writing practice before entering the Freshman English sequence (1303 or 1313). If further writing practice is indicated, the student receives a grade of P in English 1404, and then enrolls in an ESOL Writing laboratory. One writing laboratory is offered each quarter (English 1214, 1224, 1234) so that international students have sufficient time to acquire a good foundation in English before beginning the regular Freshman English courses.

"FEW OF US DO AS MUCH AS WE WANT TO FOR OTHERS, BUT THERE IS ONE GIFT WE CAN ALWAYS BESTOW -- A SMILE" (HOLMES, 1982, P. 58).

To : Dr. Ford, Dr. Byrnes, Faculty Advisors

From : Dr. Peavy

Subject: Placement in English for Speakers of Other Languages

Date : May 3, 1988

______________________________ has received a grade of P in English __________ and should enroll in English __________ in the ____________________ quarter in order to continue work in English proficiency. The grade P indicates that the student has progressed in his English writing skills but has not reached a level of proficiency necessary for a regular English class. Readiness to proceed to a regular English class is designated by the letter grades A through D. If pre-registered for an English class other than __________, the student must drop that class and add English __________. The drop-add will be done administratively by the Records Office at no charge to the student.

____
Faculty signature of ESOL teacher

_________________________________ ___________________________
Student signature Social security number

_________________________________ ___________________________
Name of faculty advisor Date

Rules for F-1 Students

1. The International Student Advisor must be notified at least two (2) weeks in advance any time the F-1 student wants to leave the United States.

2. The F-1 student must enroll in a minimum of eight (8) semester hours per quarter. If the F-1 student drops a class, he/she must not drop below eight (8) semester hours.

3. The F-1 student must not be employed.

4. The F-1 student must report any change of address or phone number to the International Student Advisor immediately.

5. Any change in the status (transfers, etc.) of an F-1 student must be reported to the International Student Advisor immediately.

6. The F-1 student must keep his/her passport valid for at least six (6) months at all times.

I certify that I have read these rules and understand them. A copy of these signed rules has been given to me.

____
Student signature

____
Student name printed

____
Date

INFORMATION ON FOREIGN LANGUAGES

The six-semester hour requirement in foreign language for the B.A. degree may be satisfied through the elementary courses, or more advanced courses, in any of the foreign languages. Students who wish to continue studying a foreign language begun in high school should be advised to enroll in that language early in the course of their university studies so that they have the advantage of building on that foundation.

French 1314, 1324 and Spanish 1314, 1324 are not open to students with more than two years of that language in high school or proficiency above Novice. French 2314, 2324 and Spanish 2314, 2324 are not open to students with proficiency above Novice.

Students with strong backgrounds in foreign language may take the MLA Cooperative Foreign Language Examination in order to earn six or twelve hours credit in French, German, or Spanish. Usually, students who have a background of three years of high school study in the language with grades of A or B can earn six hours credit. Those with four or five years pre-university level study with grades of A or B may be able to earn twelve hours of credit. Native speakers of a language can usually earn twelve hours credit. The examinations are given during the first week of each quarter. Students who are interested in taking the examinations should sign up in the Department of Languages.

Students interested in majoring in French or Spanish need to begin the study of the language early in their course of studies in order to allow time for the development of language skills needed for upper level courses. Upper level courses are taught in the foreign language. Students who earn twelve hours credit through examination can complete the major with a relatively low number of additional hours. Students with the foreign language major as a second major are sought for in many career fields today, such as social work, teaching, and business.

The Language Center, Room A-250, is available to students, as well as foreign language faculty, for computer-assisted instruction; listening to tapes; small group practice in speaking, culture, and civilization projects; and foreign language club activities. Those interested in further information about the Center should see the Director, Dr. Nimmons.

NOTE: Students should be counseled to take the required language courses early in their studies. Sometimes students decide in their junior year that they would like to major in language. It is too late at that time to acquire the oral proficiency necessary for majoring in foreign languages.

ADVISING THE STUDENT-ATHLETE

Several factors must be considered when advising the student-athlete. Those factors include the following:

A. Minimum Academic Requirements

1. To be eligible to compete, academic requirements must be met. A student-athlete remains or becomes eligible by earning a minimum of 24 semester hours of credit acceptable toward graduation earned during each 12 month period of athletic participation.

2. A student-athlete who registers for 8 or more semester hours at the beginning of a quarter and subsequently drops enough semester hours to become part time (less than 8 semester hours) immediately loses eligibility. NOTE: Any athlete wishing to drop a class or classes MUST have signed approval from the Athletic Director.

3. Student-athletes who are graduating seniors are not required to be enrolled full time during their final quarter of enrollment if their graduation requirements call for fewer than 8 semester hours their final quarter.

B. Scholastic Standards

1. To be eligible to compete, the student-athlete must attain the following cumulative scholastic levels:

   23 - 44 semester hours. 1.75
   45 - 66 semester hours. 1.90
   67 semester hours and above 2.00

2. Each student-athlete failing to earn the standing designated above will be placed on academic probation, will be removed from the eligibility lists, will not be allowed to represent Houston Baptist University, and will jeopardize athletically-related financial aid.

3. Freshman student-athletes are allowed by the NCAA and HBU to compete during their freshman year regardless of their academic record.

C. Scheduling and Attending Classes

1. The student-athlete should schedule classes around regularly scheduled practice times, which usually begin around 2:00 p.m. each weekday.

2. Since scheduled athletic events, especially those away from the campus of HBU, will occasionally cause the student-athlete to miss class, the athlete should be strongly encouraged to attend class regularly at all other times. The student-athlete should also be reminded to notify his instructors when he will be forced to miss class and to arrange to complete all missed work.

NOTE: Questions regarding athletes should be addressed to the Athletic Department.

President Calvin Coolidge wrote:

Men do not make laws. They do but discover them. Laws must be justified by something more than the will of the majority. They must rest on the eternal foundation of righteousness (Sonte, 1983, p. 80).

ADVISING STUDENTS RECEIVING FEDERAL AID

A. Types of FEDERAL AID

H.B.U. students may apply for the following types of FEDERAL AID:

1. College Work Study
2. Guaranteed Student Loan (GSL)
3. Perkins Loan (was NDSL)
4. Pell Grant (BEOG)
5. Supplemental Educational Opportunity Grant

B. Satisfactory Progress for FEDERAL AID

According to federal regulations, a student must be making satisfactory academic progress in order to continue receiving federal funds.

The financial aid office at HBU defines satisfactory progress on a qualitative scale according to a student's classification and cumulative grade point average.

CLASSIFICATION	TOTAL SEMESTER HOURS*	MINIMUM G.P.A.
Freshman	1-31	1.7**
Sophomore	32-63	1.8
Junior	64-95	1.9
Senior	96+	2.0

*Note: includes transfer hours accepted by the Records Office

**Note: first time freshmen have three quarters before this minimum applies. (not applicable to transfer students)

***Note: Students beginning in 1987-88 must have a minimum GPA of 2.0 by the end of 63 hours.

In addition to maintaining an acceptable G.P.A., students receiving federal funds at HBU must demonstrate a reasonable quantitative progression towards a degree objective. Undergraduate students will be eligible for aid for no more than 174 semester hours attempted, with an "attempted hours" to "completed hours" ratio of at least 75%.

Should the student not achieve the minimum requirements after a probationary quarter, all federal aid will be terminated. The student may reapply for federal funds after the quarter in which the minimum standards have been met by submitting a written request to the Financial Aid Office.

C. Educational Purpose/Registration Compliance for FEDERAL AID

HBU students receiving FEDERAL AID and State must complete the appropriate statements listed below:

1. I certify that I will use any money I receive under the Title IV student financial aid programs only for expenses related to attendance at Houston Baptist University, and

2. _____I certify that I am not required to be registered with Selective Service, because: (Check one reason)

   _____I am a female.

   _____I am in the armed services on active duty. (Note: Members of the Reserves and National Guard are not considered on active duty).

   _____I have not reached my 18th birthday.

   _____I was born before 1961.

   _____I am a permanent resident of the Trust Territory of the Pacific Islands or the Northern Marianna Islands.

3. _____I certify that I am registered with Selective Services. Notice: You may be required to give proof that you are registered with Selective Service.

4. Signature ____________________________ Date ______________

NOTE: Questions regarding students receiving FINANCIAL AID should be addressed to the Financial Aid Office.

"SHUT DOORS BEHIND YOU. LOCK THEM AND THROW AWAY THE KEY. THE ONLY DOORS THAT MATTER ARE THOSE WE OPEN TODAY" (HOLMES, 1982, P. 58)!

INTERDISCIPLINARY COURSES (INDC) for 1988-89

Listed below are the topics for the Interdisciplinary Courses (INDC) for 1988-89. A student may select any two of the eight classes offered to fulfill the six semester hour requirements. Students seeking Texas teacher certification are limited to INDC 3301, 3302, 3303, or 3304.

SUMMER I INDC 3301-11 Culture and Human Experience June 1-June 21, 1988

TOPIC: "European Studies Tour"

Team: Dr. Daton Dodson, College of Humanities

INDC 3301-01 Culture and Human Experience 9:45-11:15 M-Th

TOPIC: TBA

Team: Mr. James Busby, Chairman
Dr. John Hooker, College of Science/Health Professions

FALL INDC 3302-01 Culture and Human Experience 8:00-9:45 TT

TOPIC: "Beginnings of Western Culture"

Team: Dr. Daton Dodson, Chairman
Mr. James Busby, College of Fine Arts
Dr. John Hooker, College of Science/Health Professions
Dr. Keith Putt, College of Humanities
Dr. Jon Suter, Library Services

INDC 3312-01 Great Issues of the 20th Century 11:15-13:00 TT

TOPIC: "Biomedical Ethics"

Team: Dr. Gerda Smith, Chairman
Dr. Gloria Biles, College of Humanities
Dr. William Dacres, College of Science/Health Professions
Mr. Curtis Freeman, College of Humanities

INDC 3312-02 Great Issues of the 20th Century 18:00-19:45 MW

TOPIC: Civil Rights and Civil Liberties

Team: Dr. Gerda Smith, Chairman
Dr. Michael Bordelon, College of Humanities

WINTER INDC 3303-01 Culture and Human Experience 8:00-9:45 TT

TOPIC: "Renaissance through 18th Century"

Team:
Dr. Daton Dodson, Chairman
Mr. James Busby, College of Fine Arts
Dr. John Hooker, College of Science/Health Professions
Dr. Keith Putt, College of Humanities
Dr. Robert Reid, College of Fine Arts
Dr. Jon Suter, Library Services

INDC 3313-01 Great Issues of the 20th Century 11:15-13:00 TT

TOPIC: "Our Cultural World"

Team:
Dr. Gerda Smith, Chairman
Dr. Michael Bordelon, College of Humanities
Dr. Edith Pross, College of Humanities
Dr. Marion Webb, College of Humanities

SPRING INDC 3304-01 Culture and Human Experience 8:00-9:45 TT

TOPIC: "19th and 20th Century"

Team:
Dr. Daton Dodson, Chairman
Mr. James Busby, College of Fine Arts
Dr. John Hooker, College of Science/Health Professions
Dr. Keith Putt, College of Humanities
Dr. Robert Reid, College of Fine Arts
Dr. Jon Suter, Library Services

INDC 3304-02 Culture and Human Experience 18:00-19:45 TT

TOPIC: TBA

Team:
Dr. Daton Dodson, Chairman
Dr. John Hooker, College of Science/Health Professions

INDC 3314-01 Great Issues of the 20th Century 11:15-13:00 TT

TOPIC: "Ethics"

Team:
Dr. Gerda Smith, Chairman
Mr. Burton Burrus, College of Business/Economics
Mr. Curtis Freeman, College of Humanities
Dr. Treacy Woods, College of Science/Health Professions

HOUSTON BAPTIST UNIVERSITY
EVENING PROGRAM
ONE-YEAR SCHEDULE FOR SMITH COLLEGE

FALL 1988	BIOL 2423-01	MW	18:00-19:55
	BIOL 2423-L1	MW	20:05-22:00
	CHRI 1313-07	TT	18:00-19:55
	CISM 1321-04	MW	20:05-22:00
	ENGL 1303-04	TT	18:00-19:55
	HIST 2313-04	TT	20:05-22:00
	INDC 3312-02	MW	18:00-19:55
	MATH 1313-03	TT	20:05-22:00
	SPAN 1314-04	MW	20:05-22:00
	SPCH 1313-05	TT	20:05-22:00
WINTER 1988-89	CHEM 1404-01	MW	18:00-19:55
	CHEM 1404-L1	MW	20:05-22:00
	CHRI 1323-06	TT	20:05-22:00
	CISM 1321-04	TT	18:00-19:55
	CISM 1321-05	MW	18:00-19:55
	ENGL 1313-05	TT	18:00-19:55
	HIST 2323-03	TT	18:00-19:55
	SPAN 1324-04	MW	20:05-22:00
SPRING 1989	CHRI 2333-04	TT	18:00-19:55
	CISM 1321-03	MW	18:00-19:55
	CISM 1321-04	TT	18:00-19:55
	ECON 1301-01	TT	18:00-19:55
	ENGL 1323-05	TT	18:00-19:55
	INDC 3304-02	TT	18:00-19:55
	POLS 2313-03	TT	18:00-19:55
SUMMER 1989	CISM 1321-03	MW	18:00-19:55
	ENGL 2313-11	MTWT	18:00-19:55
	ENGL 2323-12	MTWT	18:00-19:55

Notes:
1. English is offered in 4 consecutive terms.
2. Science and Spanish are offered allowing a choice of a B.S. or a B.A. Degree.
3. Christianity, History, and Spanish classes are offered in sequence.
4. Interdisciplinary Studies classes are offered in the Fall and Spring Quarters.
5. CISM is offered each quarter.

Advanced Level General Electives

Listed below is a selection of courses that may be used as upper level electives and that do not have prerequisites. To assist students in fulfilling the graduation requirement of "...not fewer than 48 semester hours of upper level courses," perhaps advisees should be advised to select some of their general electives from these courses. According to the H.B.U. Bulletin of Information 1988-89 "...students may register for one elective course each quarter on a pass-fail basis." The courses are as follows:

Art

ART 3343 Art Appreciation

Christianity

CHRI 3313 Christian History
CHRI 3333 Jesus and His Teachings
CHRI 3343 Life and Works of Paul
CHRI 3353 Homiletics
CHRI 3363 Evangelism
CHRI 3373 New Religious Movements in America
CHRI 3393 Biblical Backgrounds
CHRI 4333 Sociology of Religion
CHRI 4334 Psychology of Religion
CHRI 4343 Old Testament Prophets
CHRI 4353 World Religions
CHRI 4363 Philosophy of Religion
CHRI 4373 Poetry and Wisdom Literature of the Old Testament
CHRI 4383 Baptist History

Computer Information Systems

CISM 4323 Distributed Data Processing
CISM 4325 EDP Auditing

Economics

ECON 3301 American Economic History
ECON 3307 Consumer Economics
ECON 3308 Economic Geography and Development

English

ENGL 3303 Elements of Professional Writing
ENGL 3313 English Literature
ENGL 3333 American Literature
ENGL 3344 Professional Report Writing
ENGL 3353 Creative Writing
ENGL 3373 Shakespeare
ENGL 4302 Advanced Rhetoric, Grammar, and Writing
ENGL 4313-4319 Periods of English Literature
ENGL 4323-4325 Periods of American Literature

Geography

GEOG 3300 World Regional Geography

History

HIST 3323 Civil War and Reconstruction
HIST 3333 History of Texas
HIST 3353 History of England
HIST 3363 History of England
HIST 4313 The Gilded Age and After 1877-1916
HIST 4333 United States Foreign Policy
HIST 4352 French Revolution and Napoleon
HIST 4353 Europe 1814-1870
HIST 4354 Europe Since 1871
HIST 4363 20th Century America
HIST 4373-4376 Studies in British History

International Studies

INTS 3381 Applied Language Learning
INTS 4310 Cross-Cultural Understanding

Management

MGMT 3302 Principles of Management
MGMT 3303 Business Law I
MGMT 4308 Business, Ethics, and Society
MGMT 4363 Communications in Organizations

Marketing

MKTG 3301 Principles of Marketing

Mass Media

MASM 3303 Elements of Professional Writing
MASM 3323 Advertising and Promotional Public Relations
MASM 3333 Photojournalism
MASM 3344 Professional Report Writing
MASM 3353 Creative Writing
MASM 3373 Conference Methods
MASM 4323 Television Production
MASM 4363 Communications in Organizations

Philosophy

PHIL 3313 Logic
PHIL 4323 Ethics
PHIL 4353 World Religions
PHIL 4363 Philosophy of Religion

Physical Education

PHED 3323 First Aid
PHED 3333 Teaching Individual Sports
PHED 3363 Tests and Measurements in Physical Education
PHED 3383 Organization of Intramural/Recreation Activity Programs
PHED 3393 Physiology of Exercise
PHED 3394 Kinesiology
PHED 3396 Care and Prevention of Athletic Injuries
PHED 4323 Movement, Behavior, and Motor Learning
PHED 4324 Adaptive and Corrective Physical Education

Physics

PHYS 4181 Special Topics
PHYS 4281 Special Topics
PHYS 4381 Special Topics
PHYS 4481 Special Topics

Political Science

POLS 3323 Urban Policy
POLS 3333 Political Analysis
POLS 3343 Judicial Process
POLS 3353 Contemporary Political Thought
POLS 3363 Comparative Government
POLS 3373 Legislative Process
POLS 3383 The Chief Executive
POLS 4313 Constitutional Law
POLS 4333 United States Foreign Policy
POLS 4353 International Relations

Psychology

PSYC 3303 Research Methods
PSYC 3313 Human Growth and Development
PSYC 3323 Preparing for Marriage
PSYC 3333 Social Psychology
PSYC 3363 Introduction to Interventive Skills
PSYC 3383 Motivation and Behavior
PSYC 4181 Special Topics
PSYC 4281 Special Topics
PSYC 4323 Theories of Counseling
PSYC 4326 Psychology of Death and Dying
PSYC 4330 Psychology of Learning
PSYC 4333 Measurement and Evaluation
PSYC 4334 Psychology of Religion
PSYC 4353 Physiological Psychology
PSYC 4363 Principles of Guidance
PSYC 4381 Special Topics

Recreation

RECR 3242 Life Saving and Water Safety
RECR 3323 First Aid
RECR 3373 Planning and Maintenance of Recreation Facilities
RECR 3383 Organization of Intramural/Recreation Activity Programs
RECR 4313 Recreational Leadership
RECR 4315 Outdoor Education in Physical Education

Social Work

SOCW 3303 Research Methods
SOCW 3333 Social Psychology
SOCW 3363 Introduction to Interventive Skills
SOCW 3374 Urban Sociology
SOCW 3393 Sociology of Childhood and Adolescence
SOCW 4310 Cross-Cultural Understanding
SOCW 4333 Sociology of Religion
SOCW 4343 Sociology of Middle Age and Aging

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Sociology

SOCI	3303	Research Methods
SOCI	3323	History of Sociological Thought
SOCI	3333	Social Psychology
SOCI	3363	Introduction to Interventive Skills
SOCI	3374	Urban Sociology
SOCI	3383	Social Deviance and Disorganization
SOCI	3393	Sociology of Childhood and Adolescence
SOCI	4310	Cross-Cultural Understanding
SOCI	4333	Sociology of Religion
SOCI	4343	Sociology of Middle Age and Aging

Speech

SPCH	3303	Dramatic Rhetoric
SPCH	3373	Conference Methods
SPCH	4313	The Rhetoric of Great Issues
SPCH	4323	Intercultural Communication

> "AS FOR GOD, HIS WAY IS PERFECT: THE WORD OF JEHOVAH IS TRIED; HE IS A SHIELD UNTO ALL THEM THAT TAKE REFUGE IN HIM" (PSALMS 18:30, THE HOLY BIBLE).

CONVOCATION POLICIES

1. All full-time undergraduates (8 hours or more) are required to attend Convocation as long as they attend Houston Baptist University.

2. This course will be taken on a pass-fail basis with satisfactory attendance being a criterion for grading. Students are to be attentive at all convocations and present a good image of our student body.

3. It is the responsibility of each student to know his Convocation requirement and also to see that his attendance is accurately recorded by the attendance clerk. Students must be checked in by 10:05 a.m. to be counted present. No student is dismissed until the program is terminated.

4. Satisfactory attendance means that a student must attend 2/3 of the Convocation programs. This means attending eight (8) of twelve (12) in each quarter. The requirement of eight (8) of twelve (12) is due to the extra Tuesday and Wednesday Convocations during Religious Emphasis Week in the fall, the Staley Series in the winter, and Life Commitment Week in the spring. No disciplinary action will be taken for unsatisfactory attendance, but a student who fails will jeopardize his graduation since this is a degree requirement.

5. The absences allowed per quarter (four) include those absences due to illness, personal reasons, etc.

6. Convocation is scheduled from 10:05-11:05 a.m. each Thursday in Sharp Gymnasium. The number in the upper left hand corner of the Student I.D. Card will be given to the attendance clerk.

7. Tuesdays at 10:05 a.m. will be Activity Period to be used for such activities as (1) Senate or C.L.C. Committees, (2) Class Meetings, (3) Roundtable, Pep Rallies, and Student Recitals, etc. Exception to this rule is that the Tuesday Activity Period will be utilized as additional Convocations during Religious Emphasis Week in the fall, the Staley Series in the winter, and Life Commitment Week in the spring. All activities are to be scheduled on the official school calendar in the Student Affairs Office.

8. The Vice President for Student Affairs will have the authority for the implementation of the program.

9. Only members of the Houston Baptist University family may attend these convocations. (Students' parents are considered as family.) Only a limited number of tickets will be distributed for some of the convocations as facilities permit.

STUDY SKILLS

Study skills provide students with the ability to learn effectively and are fundamental to each student's success in developing talents in communication, mathematical sciences, and reasoning. Study skills goals established by the Coordinating Board include:

1. Learn to pay attention and take thorough, well-organized lecture notes.
2. Practice learning material on your own.
3. Set up a special time and place to study.
4. Learn to manage your study time to meet deadlines.
5. Learn to use libraries, computers, and a typewriter.
6. Learn to follow instructions accurately.
7. Learn how to take tests effectively.
8. Improve your memory skills (Coordinating Board, 1984).

"TODAY IS YESTERDAY'S FUTURE. THE TIME YOU USED TO DREAM ABOUT. DON'T MISS IT BY DREAMING ABOUT TOMORROW. WAKE UP; CLAIM IT! THAT WONDERFUL FUTURE IS NOW" (HOLMES, 1982, P. 58).

WHAT WILL A MISSIONARY FACE?

Southern Baptist missionaries are strategically at work in Africa, Europe, the Middle East, Latin America, and Asia. This statement is prepared to help you understand something of what the missionary encounters in overseas service. Though the candidate will have additional preparation for his task, including orientation and language school, this preparation helps only people who already have the basic dedication and effectiveness for missionary service.

1. Missionaries must be physically and mentally able to handle a heavy work load. They work among people with cultures and languages quite different from their own. The ensuing adjustment can be quite severe.

2. Missionaries often find themselves in the midst of problems created by rising national consciousness as well as racial crosscurrents. They must be able to meet suspicion, criticism, or antagonism with understanding and forgiveness.

3. Since leadership of an indigenous church must pass into the hands of nationals as soon as possible, missionaries must be able to share authority and, if indicated, work under local leaders whose preparation might not equal their own.

4. The organization of missionaries in a particular country, called the Mission, is a closely knit fellowship. The very closeness of the group can set the stage for painful friction if a person is not able to work and wear well.

5. For the missionary family there are special problems of rearing and educating children, of maintaining wholesome Christian family life, and of isolation experienced at times when the husband or wife travels.

6. The basic missionary task, whatever one's particular training and responsibility, is witnessing to the redeeming power of Jesus Christ. Every missionary must have basic spiritual depth and maturity to lead others to Christ and to lead new CHristians to grow in the faith.

7. Finally, the totality of all the above calls for men and women of prayer and dependence upon the Holy Spirit.

Louis R. Cobbs, Director
Personnel Selection Department
Foriegn Mission Board, SBC

THE PREAMBLE TO THE BY-LAWS

HOUSTON BAPTIST UNIVERSITY

The Houston Baptist University is a Christian Liberal Arts University dedicated to the development of moral character, the enrichment of spiritual lives,and the perpetuation of growth in Christian ideals. Founded under the providence of God and with the conviction that there is a need for a university in this community that will train the minds, develop the moral character, and enrich the spiritual lives of all people who may come within the ambit of its influence, HOUSTON BAPTIST UNIVERSITY shall stand as a witness for Jesus Christ expressed directly through its administration, faculty, and students. To assure the perpetuation of these basic concepts of its founders, it is resolved that all those who become associated with Houston Baptist University as a trustee, officer, member of the faculty or of the staff, and perform work connected with the educational activities of the University, must believe in the divine inspiration of the Bible, both the Old Testament and New Testament, that man was directly created by God, the virgin birth of Jesus Christ, our Lord and Savior, as the Son of God, that He died for the sins of all men and thereafter arose from the grave, that by repentance and the acceptance of and belief in Him, by the grace of God, the individual is saved from eternal damnation and receives eternal life in the presence of God; and it is further resolved that the ultimate teachings in this University shall never be inconsistent with the above principles (Houston Baptist University Bulletin of Information 1988-89, p. 9).

"JESUS SAITH UNTO HIM I AM THE WAY,
THE TRUTH, AND THE LIFE: NO MAN COMETH
UNTO THE FATHER, BUT BY ME" (JOHN 14:6,
THE HOLY BIBLE).

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ADVISING REMINDERS
ARE YOU A GOOD ADVISOR?

Often, the only evidence of an advising job well done is a student's genuine thanks. Answering a few on-target self-evaluative questions honestly may provide you with an objective look at your day-to-day performance.

If your advisees were to "grade" you, what would you get?

Do you give each advisee the same time and consideration?

Do you greet students by name, approaching each in a positive, friendly manner?

Are you doing things the same way now as you did five years ago?

If you could change the way your office is run in any way, what would it be? Is there any possibility of instituting this change, or a compromise?

How often do you ask colleagues for feedback?

If you supervise others, are you utilizing their abilities/talents effectvely?

When referring students to other offices, do you help them "connect" by providing the names and phone numbers of people to contact?

How is your "office sensitivity"?

Do you attempt to help students choose courses which relate to each other as well as to their entire program of study?

If you were a student, would you go to "you" for advice? Why or why not?

Do you treat all students equably and with respect--no matter what their age, race, sex, or religious preference?

Have your ways to handle student problems become stereotyped and repetitive? How often can you say that you dealt with a problem creatively?

These questions are meant to serve as a springboard to others. It is hoped they will prompt a few of your own which can only help to make a good advisor better (Jeffery, 1988, p 2+).

MEASURING ADVISORS

IN MEASURING HOW ADVISORS FARE,
ASK DO THEY KNOW?
ARE THEY THERE?
BUT MOST OF ALL,
ASK DO THEY CARE?

IF THEY DON'T KNOW,
WHO KNOWS?
IF THEY'RE NOT THERE,
WHO IS?
IF THEY DON'T CARE,
WHO DOES?

IN MEASURING HOW ADVISORS FARE,
ASK DO THEY KNOW?
ARE THEY THERE?
BUT MOST OF ALL,
ASK DO THEY CARE?

WES HABLEY
AMERICAN COLLEGE TESTING PROGRAM

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APPENDIXES

APPENDIX A

HOUSTON BAPTIST UNIVERSITY

SMITH COLLEGE OF GENERAL STUDIES

CHRISTIANITY, ENGLISH, AND HISTORY ADVISING TABLE 1988-89

SUBJECT AREA	TESTS	SCORES	DEGREES	REQUIREMENTS
Christianity*	None	None	All Bachelor's	CHRI 1313
	None	None	All Bachelor's	CHRI 1323
	None	None	All Bachelor's	CHRI 2333
English**	ACT	Below 18	All***	ENGL 1303
	ACT	18+	All***	ENGL 1313
	AP	3	All Bachelor's	ENGL 1323
	AP (with Essay)	4 or 5****	All Bachelor's	ENGL 2313
	CBA-N (with Essay)	550	All Bachelor's	ENGL 1323
	CLEP (with Essay)	560+	All***	ENGL 1323
	GED	Below 60	All***	ENGL 1303
	GED	60+	All***	ENGL 1313
	SAT (Verbal)	Below 400	All***	ENGL 1303
	SAT (verbal)	400+	All***	ENGL 1313
	TOEFL******	Below 600	All***	ENGL 1404 and SPCH 1304
	TOEFL******	600_	All***	ENGL 1313
	TSWE	Below 40	All***	ENGL 1303
	TSWE	40_	All***	ENGL 1313
	No Tests	Poor high school English grades	All***	ENGL 1303
	No Tests	Good high school English grades	All***	ENGL 1313
History*****	AP	3	All Bachelor's	HIST 2323
	AP	4 or 5	All Bachelor's	None
	CLEP (to 1865)	560+	All Bachelor's	HIST 2323
	CLEP (Since 1865)	560+	All Bachelor's	HIST 2313

* Advisor, see page 96 of the Academic Advising Handbook 1988-89 for details. Students should take Christianity courses in sequence as listed above.

** Advisor, see page 92 of the Academic Advising Handbook 1988-89 for details.

*** All includes the ADN Program as well as all bachelor's degrees.

**** Departmental approval following review of a required essay. Refer student to Dr. Peavy.

***** See page 30-31 of the HBU Bulletin of Information 1988-89 for details.

****** Advisor, see page 103 of the Academic Advising Handbook 1988-89 for details.

Jerry Ford

Jerry Ford, Ed.D., Dean
Smith College of General Studies

APPENDIX B

HOUSTON BAPTIST UNIVERSITY

SMITH COLLEGE OF GENERAL STUDIES

MATHEMATICS AND SCIENCE ADVISING TABLE 1988-89

SUBJECT AREA	TESTS	SCORES	DEGREES	REQUIREMENTS
Mathematics/ Science	ACT*	Below 18	All Bachelor's	MATH 1303
	ACT*	18+	BA	MATH 1313
	ACT*	18+	BM or BME	MATH
	ACT*	18+	BS or BSN	Lab Science
	AP (Algebra)	3	BA, BM, or BME	None
	AP (Biology)	4 or 5	All Bachelor's	See Dr. Gaultney
	AP (Chemistry)	4 or 5	All Bachelor's	See Dr. Gaultney
	AP (Trigonometry)	4 or 5	All Bachelor's	See Dr. Gaultney
	CBA-N (Biology)**	560+	BS or BSN	See Dr. Gaultney
	CBA-N (Chemistry)	560+	BS or BSN	See Dr. Gaultney
	CBA-N (Math I or II)	550+	BA, BM, or BME	None
	CBA-N (Math I or II)	550+	BS or BSN	See Dr. Gaultney
	CLEP (Algebra/Trig)**	560+	BA, BM, or BME	None
	CLEP (Algebra/Trig)**	560+	BS or BSN	See Dr. Gaultney
	CLEP (Biology)**	560+	BS or BSN	See Dr. Gaultney
	CLEP (Chemistry)**	560+	BS or BSN	See Dr. Gaultney
	GED	Below 60	All Bachelor's	MATH 1303
	GED	60+	BA, BM, or BME	MATH 1313
	GED	60+	BS	Lab Science
	SAT (Math)*	Below 400	All Bachelor's	MATH 1303
	SAT (Math)*	400+	BA, BM, or BME	MATH 1313
	SAT (Math)*	400+	BS	Lab Science
	No Tests	Poor high school math grades	All Bachelor's	MATH 1303
	No Tests	Good high school math grades	BA, BM, or BME	MATH 1313
	No Tests	Good high school math grades	BS	Lab Science

* Advisor, see page 95 or the Academic Advising Handbook 1988-89 for details.

** See page 30-31 of the HBU Bulletin of Information 1988-89 for details.

Jerry Ford

Jerry Ford, Ed.D., Dean
Smith College of General Studies

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APPENDIX C

REGISTRATION QUESTIONS

WHAT TO DO IF A STUDENT . . . . .

wants to add or drop a course

Only one student-initiated schedule change is allowed each quarter and the dates for doing this are included in the Bulletin of Information and the printed newspaper schedule.

During the period after preregistration and until the distribution of the first class rolls, the advisor's signature is the only faculty signature required to add/drop a course. After that time the signatures of all concerned professors (including the advisor) are required.

Addition of a class is not permitted after the last day to add a class published in the Bulletin of Information. Withdrawal from class is not permitted after the withdrawal date published in the Bulletin of Information except under special circumstances (see "Complete Withdrawal" in the Bulletin of Information).

wants to change class status (alpha to pass/fail or vice versa)

The assumption in all classes is that the course is taken on an alpha basis. A change in status is permissible only during the period of registration and must be accomplished on an add/drop form or registration process form prior to the last day to add a class.

is not listed on my class roll

Students who are not listed on the roll must be sent to the Records Office to clarify their registration status and should not be permitted to attend class without clearance from the Records Office and the Business Office. Students who are not properly registered for a course and whose names do not appear on the 12th day class roll will NOT receive a grade for the course. Responsibility for that rests jointly on the student and the professor.

is listed on my class roll with the notation "must pay"

Students so designated are in the right class but must present proof of business office clearance to remain in the class.

wants to withdraw from the University after the "W" day

A student who is withdrawing from all courses in the University may do so with the permission of the Dean of Admissions and Records, at any time prior to the beginning of the final examination period with a grade of "W."

APPENDIX D

GRADE QUESTION

WHAT TO DO IF A STUDENT . . . . .

is not listed on my grade request sheet

Check with the records office to clarify the student's status. DO NOT write in the student's name unless authorized to do so by the Records Office.

is not designated as taking the class pass/fail

A student must opt to change class status during the period of open registration and may not change status either way once registration is closed. Check with the Records Office to clarify the student's status.

is listed on the grade request but has never attended

A student is responsible for his own withdrawal from a class. If the student's name is listed and no grade of "W" is recorded, the student has not officially withdrawn and should be given an "F."

is actively enrolled but missed the final examination without explanation

The instructor may, with the approval of the Dean of the College, assign a grade of "NR." At the end of late registration for the next quarter an "NR" automatically becomes an "F." NOTE: A grade of IS/IU is not appropriate under the circumstances.

requests an incomplete in my course

An incomplete in a course is to be given under very restricted circumstances. It must be requested on a special form by the student and approved by the instructor and the instructor's dean.

The form must indicate the basis for giving the incomplete, exactly what must be done by the student to remove the incomplete, and the name of the faculty member who will be able to certify that the work has been done in the forced absence of the instructor.

An incomplete is not a substitute for a low or failing grade. The grade earned should be assigned and the student encouraged to repeat the course officially. At the end of one academic quarter the incomplete is automatically changed to an "F" unless it is officially removed.

is entitled to have his grade changed

It is necessary for the instructor changing the grade to do so in person in the Records Office.